

BOSTON COLLEGE

2011–2012



EVER TO EXCEL

Boston College
Chestnut Hill
Massachusetts 02467
617-552-8000

BOSTON COLLEGE BULLETIN 2011-2012

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The Boston College Bulletin contains current information regarding the University calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

The Boston College Bulletin is published six times a year: once in April, May, August, and September, and twice in July.

Founded by the Society of Jesus in 1863, Boston College is dedicated to intellectual excellence and to its Jesuit, Catholic heritage. Boston College recognizes the essential contribution a diverse community of students, faculty and staff makes to the advancement of its goals and ideals in an atmosphere of respect for one another and for the University's mission and heritage. Accordingly, Boston College commits itself to maintaining a welcoming environment for all people and extends its welcome in particular to those who may be vulnerable to discrimination, on the basis of their race, ethnic or national origin, religion, color, age, gender, marital or parental status, veteran status, disabilities or sexual orientation.

Boston College rejects and condemns all forms of harassment, wrongful discrimination and disrespect. It has developed procedures to respond to incidents of harassment whatever the basis or circumstance. Moreover it is the policy of Boston College, while reserving its lawful rights where appropriate to take actions designed to promote the Jesuit, Catholic principles that sustain its mission and heritage, to comply with all state and federal laws prohibiting discrimination in employment and in its educational programs on the basis of a person's race, religion, color, national origin, age sex, marital or parental status, veteran status, or disability, and to comply with state law prohibiting discrimination on the basis of a person's sexual orientation.

To this end, Boston College has designated its Executive Director for Institutional Diversity to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws. Any applicant for admission or employment, and all students, faculty members and employees, are welcome to raise any questions regarding this policy with the Office for Institutional Diversity. In addition, any person who believes that an act of unlawful discrimination has occurred at Boston College may raise this issue with the Assistant Secretary for Civil Rights of the United States Department of Education.

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INTRODUCTION

The University

From its beginnings in 1863 as a small Jesuit college for boys in Boston's South End, Boston College has grown into a national institution of higher learning that is regularly listed among the top forty universities in the nation in ratings compiled by publications such as *Barron's* and *U.S. News and World Report*.

The University, now located in the Boston suburb of Chestnut Hill, Massachusetts, enrolls 9,171 full-time undergraduates and 4,960 graduate students, hailing from all fifty states and more than ninety foreign countries. Boston College offers its diverse student body state-of-the-art facilities for learning: a full range of computer services including online access to databases in business, economics, social sciences, and law, and a library system with over 2.5 million books, periodicals, and government documents, and more than four million microform units.

Boston College awards bachelor's and graduate degrees in more than fifty subjects and interdisciplinary areas within the College of Arts and Sciences, as well as undergraduate and graduate degrees from three professional schools: the Carroll School of Management, founded in 1938; the Connell School of Nursing, founded in 1947; and the Lynch School of Education, founded in 1952, which is now known as the Carolyn A. and Peter S. Lynch School of Education. Boston College also awards master's and doctoral degrees from the Graduate School of Social Work, and the Juris Doctor and the Master of Laws from Boston College Law School, which is consistently ranked among the top thirty law schools in the United States.

The Boston College School of Theology and Ministry was formed on June 1, 2008, when the former Weston Jesuit School of Theology and the Institute of Religious Education and Pastoral Ministry joined to offer a full array of ministerial and theological courses and degrees. Both a graduate divinity school and an ecclesiastical faculty of theology regulated by the Apostolic Constitution *Sapientia Christiana* (1979), the school offers both master's and doctoral degrees, civil and ecclesiastical degrees, and a wide variety of continuing education offerings, including online programs through Church in the 21st Century (C21 Online).

The Mission of Boston College

Strengthened by more than a century and a quarter of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate, and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic and societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the

fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage. Boston College pursues this distinctive mission by serving society in three ways:

- by fostering the rigorous intellectual development and the religious, ethical, and personal formation of its undergraduate, graduate, and professional students in order to prepare them for citizenship, service, and leadership in a global society;
- by producing significant national and international research that advances insight and understanding, thereby both enriching culture and addressing important societal needs;
- and by committing itself to advance the dialogue between religious belief and other formative elements of culture through the intellectual inquiry, teaching and learning, and the community life that form the University.

Boston College fulfills this mission with a deep concern for all members of its community, with a recognition of the important contribution a diverse student body, faculty, and staff can offer, with a firm commitment to academic freedom, and with a determination to exercise careful stewardship of its resources in pursuit of its academic goals.

Brief History of Boston College

Boston College was founded by the Society of Jesus in 1863, and is one of twenty-eight Jesuit colleges and universities in the United States. With three teachers and twenty-two students, the school opened its doors on September 5, 1864. At the outset and for more than seven decades of its first century, the College remained an exclusively liberal arts institution with emphasis on the Greek and Latin classics, English and modern languages, and with more attention to philosophy than to the physical or social sciences. Religion, of course, had its place in the classroom as well as in the nonacademic life of the College.

Originally located on Harrison Avenue in the South End of Boston, where it shared quarters with the Boston College High School, the College outgrew its urban setting toward the end of its first fifty years. A new location was selected in Chestnut Hill, then almost rural, and four parcels of land were acquired in 1907. A design competition for the development of the campus was won by the firm of Maginnis and Walsh, and ground was broken on June 19, 1909, for the construction of Gasson Hall. It is located on the site of the Lawrence farmhouse, in the center of the original tract of land purchased by Father Gasson and is built largely of stone taken from the surrounding property.

Later purchases doubled the size of the property, with the addition of the Upper Campus in 1941, and the Lower Campus with the purchase of the Lawrence Basin and adjoining land in 1949. In 1974, Boston College acquired Newton College of the Sacred Heart, one and one-half miles from the main campus. With fifteen buildings standing on forty acres, it is now the site of the Boston College Law School and dormitories housing over 800 students, primarily freshmen.

Though incorporated as a University since its beginning, it was not until its second half-century that Boston College began to fill out the dimensions of its University charter. The Summer Session was inaugurated in 1924; the Graduate School of Arts and Sciences in 1925; the Law School in 1929; the Evening College in 1929; the Graduate School of Social Work in 1936; and the College of Business Administration in 1938. The latter, along with its Graduate School established in 1957, is now known as the Carroll School of

Management. The Schools of Nursing and Education were founded in 1947 and 1952, respectively, and are now known as the William F. Connell School of Nursing and the Carolyn A. and Peter S. Lynch School of Education. The Weston Observatory, founded in 1928, was accepted as a Department of Boston College in 1947, offering courses in geophysics and geology. In 2002, the Evening College was renamed the Woods College of Advancing Studies, offering the master's as well as the bachelor's degree.

The Graduate School of Arts and Sciences began programs at the doctoral level in 1952. Today, courses leading to the doctorate are offered by twelve Arts and Sciences departments. The Schools of Education and Nursing, the Carroll Graduate School of Management, and the Graduate School of Social Work also offer doctoral programs.

In 1927, Boston College conferred one earned bachelor's degree and fifteen master's degrees to women through the Extension Division, the precursor of the Graduate School of Arts and Sciences, the Evening College, and the Summer Session. By 1970 all undergraduate programs had become coeducational. Presently, female students comprise more than half of the University's enrollment.

In July 1996, the University's longest presidency, twenty-four years, came to an end when Rev. J. Donald Monan, S.J., became chancellor and was succeeded in the presidency by Rev. William P. Leahy, S.J. During the decade of the nineties, the University completed several major construction projects, including the expansion and renovation of Higgins Hall, the updating of residence halls on the Upper Campus and Newton Campus, and the construction of a new office building for faculty and administration on Lower Campus. These projects provided on-campus housing for more than 80 percent of the University's undergraduates.

Since 1996, the University's endowment has grown from \$590 million to approximately \$1.5 billion, with the "Ever to Excel" campaign raising more than \$440 million in gifts from approximately ninety thousand donors.

In September 2002, Rev. William P. Leahy, S.J., initiated "The Church in the 21st Century" to examine critical issues confronting the Catholic Church. A milestone in the history of the University took place on June 29, 2004, when Boston College acquired forty-three acres of land and five buildings in Brighton previously owned by the Archdiocese of Boston. The following November, the University also purchased seventy-eight and one half acres of land in Dover from the Dominican Fathers to serve as a retreat and conference center. In August 2007, the University purchased an additional eighteen acres of Brighton land from the Archdiocese, including several administrative and academic buildings. On December 5, 2007, Boston College unveiled its ten-year, \$1.6 billion expansion plan, including a recreation complex, residences for undergraduates, a fine arts district, and new athletic facilities.

In the fall of 2008, Boston College's new School of Theology and Ministry opened its doors on the Brighton campus. In 1939, Weston College had been designated a constituent college of BC, but in 1974 changed its name to the Weston Jesuit School of Theology. In June 2008, it re-affiliated with BC, and joined the Institute of Religious Education and Pastoral Ministry and C21 Online to form the new Boston College School of Theology and Ministry. In June 2009, after a series of public hearings, the City of Boston gave its approval to Boston College's expansion plan for the Lower and Brighton campuses.

Accreditation of the University

Boston College is accredited by the Commission on Institutions of Higher Education (CIHE) of the New England Association of School and Colleges (NEASC) and has been accredited by NEASC since 1935.

CIHE is recognized by the U.S. Secretary of Education as a reliable authority on the quality of education and adheres to the standards of the Council for Higher Education Accreditation. As part of CIHE's guidelines, member institutions of NEASC undergo a peer review process every ten years which involves the preparation of a comprehensive self-study. Boston College's next full review for accreditation will occur in 2017.

For information regarding the accreditation process please reference: <http://cihe.neasc.org/> or New England Association of School and Colleges, 209 Burlington Road, Suite 201, Bedford, MA 01730-1433. Inquiries regarding BC's accreditation may be directed to the Office of the Provost and Dean of Faculties, Boston College, 270 Hammond Street, Chestnut Hill, MA 02467 (617-552-3260).

In addition to NEASC, a variety of schools and programs at BC are affiliated with discipline-based accrediting agencies such as: Connell School of Nursing: American Association of Colleges of Nursing; Carroll School of Management: Association to Advance Collegiate Schools of Business; Law School: American Bar Association; Graduate School of Social Work: Council on Social Work Education; School of Theology and Ministry: The Association of Theological Schools; School of Arts & Sciences, Chemistry Department: American Chemical Society; Lynch School of Education, Teacher Education, Special Education, and Curriculum and Instruction programs: Teacher Education Accreditation Council; Doctoral Program in Counseling Psychology: American Psychological Association.

The Campus

Located between Boston and Newton, Boston College benefits from its proximity to one of America's greatest cities and its setting in a quiet residential suburb. Often cited as a model of university planning, the main campus is located in idyllic Chestnut Hill, just six miles from the heart of culturally rich Boston.

The 120-acre Chestnut Hill Campus comprises three levels: the Upper Campus, which contains undergraduate residence halls; the Middle Campus, which contains classrooms, laboratories, administrative offices, and student facilities; and the Lower Campus, which includes Robsham Theater, Conte Forum, and student residences as well as dining, recreational, and parking facilities.

The Newton Campus is situated one and one-half miles from the Chestnut Hill Campus on a forty-acre site that includes Boston College Law School, as well as undergraduate dormitories, athletic fields, and student service facilities.

The Brighton Campus, recently acquired from the Archdiocese of Boston, is located across Commonwealth Avenue from the Chestnut Hill Campus on a sixty-five-acre site that will include administrative offices, an arts district, an athletics complex, and residence halls.

ACADEMIC RESOURCES

Art and Performance

Boston College is home to a rich mix of cultural organizations, including musical performance groups, dance troupes, and theatre productions, ranging from classical to contemporary. Among the

ABOUT BOSTON COLLEGE

musical groups, students find a gospel choir, a pep band, a cappella groups, and jazz ensembles. The McMullen Museum of Art regularly mounts critically acclaimed exhibitions, including past surveys of work by Edvard Munch and Caravaggio. The Theatre Department presents six dramatic and musical productions each year while student organizations produce dozens of other projects. The annual Arts Festival is a three-day celebration of the hundreds of Boston College faculty, students, and alumni involved in the arts.

Campus Technology Resource Center (CTRC)

The CTRC, located on the second floor of the O'Neill Library (Room 250), is a resource for campus technology support and services. The CTRC provides a productive environment for the creative use of technology to enhance the academic experience. They offer a wide range of services to the Boston College community including email, printing, scanning, and music technology stations. Users also have access to Windows and Macintosh computers for various standard and specialized software applications for word processing, spreadsheets, statistical analysis, programming, graphics production, database management, and faculty sponsored applications. The Walk-in Help Desk (located in O'Neill Library, Room 248) provides troubleshooting services for personal computers, including software configuration, network connectivity, virus protection and removal, and password assistance. To learn more, visit www.bc.edu/ctrc.

The Help Center (2-HELP)

The Help Center provides technical support via telephone (617-552-HELP), email (help.center@bc.edu), and internet (www.bc.edu/help) to the Boston College community 24/7.

Language Laboratory

The Boston College Language Laboratory, serving all of the language departments, students of English as a foreign language, and the Boston College community at large, is located in Lyons Hall, Room 313. In addition to its twenty-six listening/recording stations and teacher console, the facility includes: twenty-three workstations (sixteen Macs, seven PCs), wireless laptops, laser printers, a web server, a materials development workstation, TV/video/DVD viewing rooms, individual carrels for TV/video/DVD viewing, a CD listening station, and portable audio and video equipment. The Lab's media collection, computer/multimedia software, other audio-visual learning aids, and print materials including monolingual and bilingual dictionaries, as well as language textbooks and activity manuals for elementary through advanced language courses, directly support and/or supplement the curriculum requirements in international language, literature, and music.

The Lab's collection is designed to assist users in the acquisition and maintenance of aural comprehension, oral and written proficiency, and cultural awareness. Prominent among the Lab's offerings that directly address these goals are international news broadcasts and other television programming available through the Boston College cable television network. These live or near-live broadcasts from around the world provide a timely resource for linguistic and cultural information in a wide variety of languages.

Boston College community members who wish to use the Language Laboratory facility and its collection will find the staff available during the day, in the evening, and on weekends to assist them in the operation of equipment and in the selection of appropriate materials for their course-related or personal language

needs. Digitized audio programs from the Lab's collection are also available on the Boston College network 24/7 to students officially enrolled in courses in which these programs have been adopted as curricular material. For more information about the Language Laboratory, call 617-552-8473 or visit www.bc.edu/schools/langlab.

The Libraries

The Boston College Libraries offer a wealth of resources and services in support of the teaching and research activities of the University. The book collection numbers more than 2.55 million volumes and over thirty-seven thousand print and electronic serials. The Boston College Libraries include the O'Neill Library (which houses the Connors Family Learning Center), the Social Work Library, the Baptist Art Library, the O'Connor Library (at the Weston Observatory), the Educational Resource Center, the Theology and Ministry Library, the Burns Library (rare books and special collections), and the Law School Library.

Digital Library Services

The Quest Library Catalog

The Quest Library Catalog (www.bc.edu/quest) provides convenient 24/7 access to books, electronic titles, periodicals, media resources, government documents, newspapers, and microform titles. Users can recall books checked out or request rush processing for a new book right from their desktop. Users can also initiate and track requests for document delivery and interlibrary loan transactions, and may renew materials that are currently charged to them. Holmes One Search (www.bc.edu/holmes) is a new discovery and delivery tool that offers more integrated searching to the variety of library collections, a simpler and more visual interface, and the incorporation of web 2.0 social networking options.

Digital Resources

The Boston College Libraries offer access to more than 400 databases, a rich collection of citation databases, e-book collections, full-text journals, reference sources, data files, and audio-visual resources.

An expanding number of links to electronic journals may be found by selecting Electronic Journals from the Libraries' homepage. The Libraries have also introduced technologies that provide more seamless linking between the databases and e-journal collections (www.bc.edu/libraries/help/howdoi/howto/findit.html). Most databases available through the Boston College Libraries are restricted to the Boston College community. Your BC username and password are needed to access these databases from off-campus.

The Libraries also support digital collections of Boston College's unique and rare materials such as the Thomas P. O'Neill, Jr. Photographs, the Bobbie Hanvey Photographic Archives, the Liturgy and Life Artifacts collection, and the Boston Gas Company Photographs via the Boston College Libraries Digital Collections page at www.bc.edu/libraries/collections/collinfo/digitalcollections.html.

Librarians are available for library instruction sessions, individual research consultations, and reference services in a variety of ways, via service desks, email, 24/7 online chat, text reference, and other technologies. See the Research Help by Subject page (www.bc.edu/libraries/help/subject.html) for the list of Subject Specialists. Use this list to make an appointment for advanced assistance in your discipline.

A list of subject guides is also available to help you begin your research. You can access them through libguides.bc.edu/index.php.

Available in the Library are workstations with productivity software, scanners, and networked printers, as well as group study rooms.

Digital Institutional Repository

The eScholarship@BC Digital Repository is a central online system whose goal is to preserve the University's scholarly output. The repository manages submission, access, distribution, and preservation of scholarly information in digital formats. The repository maximizes research visibility, influence, and benefit by encouraging Boston College authors to archive and distribute online both unpublished work and peer reviewed publications in an open-access environment. eScholarship@BC includes scholarly peer reviewed electronic journals, archived peer reviewed articles, conference proceedings, working papers, dissertations and theses, conference webcasts, and like scholarships. For access and more information about eScholarship@BC, visit www.bc.edu/escholarship.

United States Government Publications

The O'Neill Library at Boston College is a member of the Federal Depository Libraries system. As a member of the depository system, O'Neill Library receives government documents in print, microfiche, and electronic formats and makes them available to the general public as well as Boston College students, staff, and faculty. Patrons can locate government documents in Quest, Holmes, and via specialized indexes. Many government publications are also available via the internet.

Questions about the O'Neill collection and the availability of government documents should be directed to the Reference and Government Documents staff in O'Neill Library.

Media Center

The Media Center on the second floor of the O'Neill Library houses the Library's main collection of DVDs, videocassettes, CDs, audiocassettes, and LPs. Media materials can be located via Quest and Holmes. The Media Center has individual viewing stations, a preview room for small groups viewing, a classroom that may be reserved by faculty for classes using Media Center materials, digital video cameras, and a scanning station. Contact the Media Center in advance to reserve rooms or media materials. A portion of the collection is restricted to Boston College faculty loan only. A two-day loan of non-restricted videos and DVDs is permitted to members of the Boston College community.

Interlibrary Loan

An Interlibrary Loan service is offered to students, faculty, administrators, and staff to obtain research materials not owned by the Boston College Libraries. Books, journal articles, microfilm, and theses and government documents may be borrowed from other libraries across the nation. Except for unusual items, the waiting period is from one to three weeks. Some materials arrive within a day or two. Requests are made by using online forms in the My Accounts/Interlibrary Loan/Document Delivery Account function of Quest and/or Holmes and the Find It option that appears in many online databases.

Boston Library Consortium

The Boston College Libraries are part of the Boston Library Consortium, a group of area libraries that includes Brandeis University, Boston University, Massachusetts Institute of Technology, Northeastern University, Tufts University, the University of Massachusetts system, the University of New Hampshire, Wellesley College, and Williams College, as well as the State Library of Massachusetts, the Boston Public Library, and the Marine Biological

Laboratory at Woods Hole. With a Consortium borrower's card, faculty and students may check-out directly from the member libraries. For more information about the Consortium services, and to receive a BLC card, visit the O'Neill Circulation Desk.

Association of Research Libraries (ARL)

The Association of Research Libraries (ARL) is a nonprofit organization of 124 research libraries at comprehensive, research-extensive institutions in the U.S. and Canada that share similar research missions, aspirations, and achievements. It is an important and distinctive association because of its membership and the nature of the institutions represented. ARL member libraries make up a large portion of the academic and research library marketplace, spending more than one billion every year on library materials. Boston College was invited to become a member of ARL in 2000.

The Libraries of Boston College include:

Bapst Art Library

Bapst Art Library, a beautiful collegiate Gothic building that served as the main library for over sixty years, has been restored to its original splendor and houses the resources for library research in art, architecture, art history, and photography. A gallery which displays the artwork of our students is located off the lobby, while the Graduate Study and Research Space is located in the mezzanine of the Kresge Reading Room. Gargan Hall, with its magnificent stained glass windows, provides for quiet study twenty-four hours a day, five days a week for all students and faculty. For more information, visit www.bc.edu/bapst.

John J. Burns Library of Rare Books and Special Collections

The University's special collections, including the University's Archives, are housed in the Honorable John J. Burns Library, located in the Bapst Library Building, north entrance. These distinguished and varied collections speak eloquently of the University's commitment to the preservation and dissemination of human knowledge. The Burns Library is home to more than 250,000 volumes, some sixteen million manuscripts, and important collections of architectural records, maps, art works, photographs, films, prints, artifacts, and ephemera. These materials are housed in the climate-controlled, secure environment of Burns either because of their rarity or because of their importance as part of a special collection. While treated with special care, these resources are available for use at Burns to all qualified students, faculty, and researchers. Indeed, their use is strongly encouraged, and visitors to Burns are always welcome, either simply to browse or to make use of the collections.

Though its collections cover virtually the entire spectrum of human knowledge, the Burns Library has achieved international recognition in several specific areas of research, most notably: Irish studies; British Catholic authors; Jesuitana; Fine Print; Catholic liturgy and life in America, 1925–1975; Boston history; the Caribbean, especially Jamaica; Balkan studies; Nursing; and Congressional archives. It has also won acclaim for significant holdings on American detective fiction, Thomas Merton, Japanese prints, Colonial and early Republic Protestantism, banking, and urban studies, anchored by the papers of Jane Jacobs. To learn more about specific holdings in Burns, visit www.bc.edu/burns.

The John J. Burns Library is open during the academic year Monday, Tuesday, Thursday, and Friday 9:00 a.m. to 5:00 p.m., Wednesday 9:00 a.m. to 8:00 p.m. (closes at 7:00 p.m. in the summer), Saturday 10:00 a.m. to 2:00 p.m. (closed Saturdays in the summer).

The Library is closed on all University holidays. Visitors are always welcome and are encouraged to view the permanent exhibition areas of the Library. Guided tours are also available upon request. Patrons using the collections must do so in the Burns Reading Room where specialized reference and copy services are provided. Burns sponsors an active exhibits and lecture series program. Burns is also actively digitizing many of its holdings, and these collections can be viewed at www.bc.edu/libraries/collections/collinfo/digitalcollections.html.

University Archives

The University Archives are the official non-current papers and records of an institution that are retained permanently for their legal, fiscal, or historical values. The University Archives, a department within the John J. Burns Library, contains: the office records and documents of the various University offices, academic and other; copies of all University publications, including student publications; movie footage of Boston College football; some audiovisual materials; and tape recordings of the University Lecture Series and other significant events. A significant collection of photographs documents the pictorial history of Boston College. Alumni, faculty, and Jesuit records are also preserved. In addition, the University Archives is the repository for the records of Newton College of the Sacred Heart (1946–1975) and the documents of the Jesuit Community of Boston College (1863–).

Educational Resource Center (ERC)

The Educational Resource Center (ERC), a state-of-the-art center, serves the specialized resource needs of the Lynch School of Education students and faculty. The collections include children's books, fiction and non-fiction, curriculum and instructional materials in all formats, educational and psychological tests, educational software intended for elementary and secondary school instruction, and multimedia equipment. In addition, the ERC has an interactive technology room designed to assist students in integrating computers and other technology in the K–12 classroom as well as to practice lesson plans and presentations. These materials are unique to the needs of the Lynch School of Education and do not duplicate materials found in the O'Neill Library. For more information, visit www.bc.edu/erc.

Law School Library

Located on the Newton Campus, the Law School Library has a collection of approximately 468,000 volumes and volume equivalents of legal and related materials in a variety of media, most of which are non-circulating. It includes primary source materials consisting of reports of decisions and statutory materials with a broad collection of secondary research materials in the form of textbooks and treatises, legal and related periodicals, legal encyclopedias, and related reference works. The Library possesses substantial and growing collections of international and comparative law works. For more information, visit www.bc.edu/lawlibrary.

The Catherine B. O'Connor Geophysics Library

Located at Weston Observatory, this library contains a specialized collection of earth sciences monographs, periodicals, and maps, particularly in the areas of seismology, geology, and geophysics. For more information, visit www.bc.edu/libraries/collections/weston.html.

The Thomas P. O'Neill, Jr., Library

This library is named for the former Speaker of the U.S. House of Representatives, Thomas P. "Tip" O'Neill, Jr., class of 1936. The O'Neill Library is the central research library of the University and is located on the main campus in Chestnut Hill. Collections include

approximately 1.5 million volumes on a broad range of subjects reflecting the University's extensive curriculum and research initiatives. For more information visit, www.bc.edu/libraries/collections/oneill.html.

The Connors Family Learning Center (CFLC)

The Connors Family Learning Center (CFLC), located on the second floor of O'Neill Library in the Eileen M. and John M. Connors, Jr., Learning Center, is a comprehensive, inclusive resource serving all of the University's students and faculty. The mission of the Center is to enhance teaching and learning across the University. One of the CFLC's three professional staff members assists students with learning disabilities, helping to ensure their academic success at Boston College. The Center offers free peer tutoring as well as sponsors seminars, workshops, and discussions for faculty and graduate teaching fellows on strategies for successful teaching and learning.

Social Work Library

The Social Work Library, located in McGuinn Hall, offers the full range of library services and resources needed to support students of the Graduate School of Social Work. The collection also serves the departments of Psychology, Political Science, Sociology, Nursing, and related disciplines. Services are provided on-site by two librarians and three staff members. Many services can be accessed remotely through the Social Work Library website. For more information, visit www.bc.edu/libraries/collections/socialwork.html.

Theology and Ministry Library (TML)

The Theology and Ministry Library (TML) is the newest Boston College library. Serving the research, teaching, learning, and pastoral formation needs of the School of Theology and Ministry and Saint John's Seminary, the library's collections are centered in Catholic theology, history, canon law, and Jesuitana. In addition, because of its close relationship to the highly respected New Testament Abstracts which are edited and published at the School of Theology and Ministry, the library is a depository of virtually all significant international publications in the New Testament and related fields. For more information, visit www.bc.edu/libraries/collections/theology.html.

Media Technology Services

Media Technology Services, a division of Information Technology Services, provides a full range of media and technology services to the entire University. MTS can assist members of the Boston College community who are using technology in the areas of teaching and learning, research projects, conference planning, and event support.

A wide array of equipment and multimedia display devices are available, and MTS can provide training and support for faculty who teach in classrooms that are equipped with the latest in multimedia technology. Services such as digital photography and media, video and audio production, CD and DVD production and duplication, and graphic design are also available. Faculty who wish to reach their students outside of the classroom can take advantage of the BC Cable TV system by airing original or rental films and videos. Media Technology Services is located in Campion Hall, Room 36. For more information, call 617-552-4500 or visit www.bc.edu/offices/mts/home.html.

Divisions within MTS include:

- Classroom Support Services
- Graphic Services

- Photography Services
- Audio Services
- Video Services
- Cable Television Services
- Film and Video Rentals
- Newton Campus Support Services
- Project Management and Technical Support Services

UNIVERSITY RESEARCH INSTITUTES AND CENTERS

Research is an important part of the intellectual life at Boston College. Faculty members, graduate students, and undergraduates collaborate in a range of research strategies across the disciplines and professional schools including laboratory studies, quantitative and qualitative research, archival and textual research, theory development, and field and basic research. In addition to the work of individual faculty and units, Boston College supports the collaborative work of faculty and students across the University through the following centers and institutes:

Boisi Center for Religion and American Public Life

Through its many campus events, seminars, publications, and visiting fellows program, the Boisi Center creates opportunities for scholars, policy makers, and media and religious leaders to connect in conversation and scholarly reflection around issues at the intersection of religion and American public life. The Center does not seek to advance any ideological or theological agenda, whether conservative or liberal. Rather, it operates on the conviction that rigorous conversation about religion and public life can clarify the moral consequences of public policies in ways that help to maintain the common good while respecting America's increasing religious diversity. For more information, visit www.bc.edu/boisi.

Center for Christian-Jewish Learning

The Center for Christian-Jewish Learning is devoted to the multifaceted development and implementation of new relationships between Christians and Jews that are based not merely on toleration but on full respect and mutual enrichment. This defining purpose flows from the mission of Boston College and responds to the vision expressed in Roman Catholic documents ever since the Second Vatican Council.

The building of new, positive relationships between Jews and Christians requires sustained collaborative theological research. Therefore, under the Center's auspices, scholars and thinkers representing diverse Jewish and Christian perspectives engage in intense and ongoing study of all aspects of our related, yet distinct, traditions of faith.

The Center is thus dedicated to conducting educational research and to offering programs, both in the University and the wider community, in which Christians and Jews explore their traditions together. For more information, visit www.bc.edu/cjlearning.

Center for Corporate Citizenship

The Boston College Center for Corporate Citizenship has a membership base of 350 global companies who are committed to leveraging their social, economic, and human resources to ensure business success and a more just and sustainable world. The Center, which is a part of the Carroll School of Management, achieves results through the power of research, education, and member engagement.

The Center offers publications including an electronic newsletter, research reports, and white papers; professional development programs; and events that include an annual conference, roundtables, and regional meetings. Contact the Center for Corporate Citizenship at 617-552-4545, www.BCCorporateCitizenship.org, or ccc@bc.edu.

Center for East Europe, Russia, and Asia

The Center's programs encourage faculty and students to participate in interdepartmental endeavors on both the graduate and undergraduate levels. Participating faculty come from the Fine Arts, History, Philosophy, Political Science, Slavic and Eastern Languages and Literatures, and Theology departments, and offer over eighty academic courses connected with the study of the culture, history, and political life of East Europe, Russia, the Balkans, and Central Asia.

Information is available from the Directors, Cynthia Simmons (Slavic and Eastern Languages and Literatures, Lyons Hall, Room 210) and Roberta Manning (History, Maloney Hall, Room 417).

Center for Human Rights and International Justice

The Center for Human Rights and International Justice, a collaborative effort of faculty from various departments and schools at Boston College, addresses the increasingly interdisciplinary needs of human rights work. Through multidisciplinary training programs, applied research, and the interaction of scholars with practitioners, the Center aims to nurture a new generation of scholars and practitioners who draw upon the strengths of many disciplines, and the wisdom of rigorous ethical training in the attainment of human rights and international justice. For more information, visit www.bc.edu/humanrights.

Center for Ignatian Spirituality

The Center for Ignatian Spirituality at Boston College offers members of the University—and faculty and staff in particular—opportunities to learn about and experience more deeply the spirituality of Ignatius Loyola, the founder of the Society of Jesus. This spirituality is at the heart of the Jesuit mission of Boston College. The Center sponsors talks on campus, and offers retreats, seminars, and reflection opportunities for groups as well as individual spiritual direction. For more information, visit the Rahner House, 96 College Road, or call (617-552-1777) or click (www.bc.edu/centers/cis).

Center for International Higher Education

Established in 1995 and housed in the Lynch School of Education, the Center for International Higher Education (CIHE) is a research and service agency providing information, publications, and a sense of community to colleges and universities worldwide. Our focus is conducting research and disseminating knowledge on current issues in higher education worldwide. We are concerned with academic institutions in the Jesuit tradition, as well as with other universities. There is a special concern with the needs of academic institutions in the developing countries of the Third World.

Center activities include the publication of *International Higher Education*, a quarterly newsletter dealing with the central concerns of higher education in an international context; a book series on higher education; the maintenance of an international database of administrators, policy makers, and researchers in the field of higher education; and sponsorship of an international conference on higher education issues. Visiting scholars from Jesuit and other

universities worldwide occasionally are in residence at the Center. CIHE works in conjunction with the Higher Education Program of the Lynch School.

For more information on the Center for International Higher Education, visit www.bc.edu/cihe.

Center for Optimized Student Support

The Center for Optimized Student Support is an outreach scholarship program that fosters collaboration among Boston College faculty and students, and community leaders in health care, social service, economic development, and education. The goal of the partnerships is to create stronger, healthier, and more economically sound communities. The Center, based at the Lynch School of Education, offers technical assistance, program evaluation, needs assessment, training, and consultation to community organizations. For more information, visit www.bc.edu/ccfcp.

Center for Retirement Research

The Center for Retirement Research at Boston College was established through a grant from the Social Security Administration in 1998. The goals of the Center are to promote research on retirement issues, to transmit new findings to the policy community and the public, to help train new scholars, and to broaden access to valuable data sources. The Center is the headquarters for researchers and experts in affiliated institutions including MIT, Syracuse University, the Brookings Institution, the Urban Institute, and the American Enterprise Institute. The Center is structured around an interdisciplinary research team with backgrounds in actuarial science, demography, economics, economic history, finance, political science, sociology, and social work. This team possesses a breadth of knowledge on retirement issues that is virtually unmatched in the field. As the nation confronts the myriad issues surrounding how best to ensure adequate retirement income for an aging population, the Center's research experts explore trends in Social Security, private pensions, and other sources of retirement income and labor force issues involving older workers. The Center also employs undergraduate and graduate research assistants and sponsors competitive grant programs for junior faculty and graduate students.

For more information on publications, events, and financial support programs, call (617-552-1762), send an email (crr@bc.edu), or visit the Center's website (crr.bc.edu).

Center for Student Formation

The Center for Student Formation sponsors lectures, presentations, and workshops for faculty and administrative staff who interact with undergraduate and graduate students. In addition, the Center leads and conducts research on the impact of student formation programs, serves as a resource for identifying and implementing best practices in formation, and funds initiative proposals that support Boston College's formation goals.

Center for the Study of Testing, Evaluation, and Educational Policy (CSTEETP)

The Lynch School of Education houses the Center for the Study of Testing, Evaluation, and Educational Policy (CSTEETP), a University-supported research center internationally recognized for its work in the policy uses of tests. This research center is a rich resource

for all programs in education. In the past decade, CSTEETP has been involved in assessment issues that address the fairness of testing in culturally and economically diverse populations.

Among the projects conducted under the auspices of CSTEETP is the Technology and Assessment Study Collaborative. Its web address is www.bc.edu/intasc.

For more information on CSTEETP, visit www.bc.edu/csteetp.

Center on Wealth and Philanthropy

The Center on Wealth and Philanthropy (CWP), formerly the Social Welfare Research Institute, studies spirituality, wealth, philanthropy, and other aspects of cultural life in an age of affluence. CWP is a recognized authority on the meaning and practice of care, on the patterns and trends in individual charitable giving, on philanthropy by the wealthy, and on the forthcoming \$41 trillion wealth transfer. CWP has published research on the patterns, meanings, and motives of charitable giving; on survey methodology; on the formal and informal care in daily life; and on financial transfers to family and philanthropy by the wealthy. Other areas of research include the "new physics of philanthropy," which identifies the economic and social-psychological vectors inclining wealth holders toward philanthropy. Other initiatives include (1) educating fundraising and financial professionals in the use of a discernment methodology based on Ignatian principles for guiding wealth holders through a self-reflective process of decision making about their finances and philanthropy; (2) analyzing what key religious and philosophical thinkers understand and teach about wealth and charity; (3) estimating wealth transfer projections for states and metropolitan regions; and (4) analyzing the patterns of relative philanthropic generosity among cities, states, and regions in the U.S. Additionally, the Center is working on a major research study titled "The Joys and Dilemmas of Wealth," which will survey people worth \$25 million or more and will delve into the deeper meanings, opportunities, and hindrances facing wealth holders. The objective is to create fresh thinking about the spiritual foundations of wealth and philanthropy, and to create a wiser and more generous allocation of wealth. Over the past twenty years CWP has received generous support from the T. B. Murphy Foundation Charitable Trust, the Bill and Melinda Gates Foundation, The Calibre Division of Wachovia, the W. K. Kellogg Foundation, the Lilly Endowment, Inc., and the Boston Foundation. For more information, visit www.bc.edu/cwp.

Center for Work & Family

The Boston College Center for Work & Family (CWF) is a research center of the Carroll School of Management. CWF is committed to enhancing the success of organizations and the quality of life of today's workforce by providing leadership for the integration of work and life, an essential for individual, organizational, and community success. Our vision is that employers and communities will work together to ensure their mutual prosperity and the well-being of employees and their families.

The Center's values are:

- **Bridging Research and Practice:** We seek to advance the depth and quality of knowledge in the work-life field and serve as a bridge between academic research and organizational practice.

- **Transforming Organizations:** We believe any work-life initiative is also an organizational change initiative. We help identify and develop organizational models to meet the needs of a contemporary workforce and provide expertise to assist in implementing these changes successfully.
- **Strengthening Society:** We believe employers who recognize and manage the interdependence of work, family, and community build stronger organizations and a more vibrant society. The Center's initiatives fall into three broad categories: workplace partnerships, research, and education.
- **Workplace Partnerships:** The Center is home to three highly successful employer partnerships—the Work and Family Roundtable, established in 1990, the New England Work and Family Association (NEWFA), established in 1992, and the Global Workforce Roundtable, established in 2006.
- **Research:** The Center focuses attention on applied studies that contribute knowledge building, meet standards of rigorous research, and are meaningful and practical to practitioners. The Center's research focuses on how organizational leadership, culture, and human resource practices increase work force productivity and commitment while also improving the quality of employees' lives.
- **Education:** Consistent with the mission of Boston College, the Center is committed to academic excellence. Several courses are offered within the Boston College community as well as customized educational programs that can be presented within organizations. The publications produced by the Center are available as educational resources, including an Executive Briefing Series, which addresses strategic issues relevant to the current business climate. For more information, visit www.bc.edu/cwf.

Institute of Medieval Philosophy and Theology

The Institute is a center that unites the teaching and research efforts of the faculty members in the Philosophy and Theology departments who specialize in Christian, Jewish, and Arabic medieval philosophy and theology. Doctoral degrees are awarded in the Philosophy or Theology departments, and students matriculate in one of these two departments. The focus of the Institute is on the relationship between medieval philosophy and theology and modern continental philosophy and theology.

To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute: offers graduate student fellowships and assistantships; sponsors speakers programs; runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research; and has set up a research center to assist in the publication of monographs and articles in the diverse areas of medieval philosophy and theology to encourage the translations of medieval sources, and to stimulate editions of philosophical and theological texts. For more information, visit www.bc.edu/schools/cas/theology/graduate/special/med-phil.html.

Institute for Scientific Research

Formed in 1954, The Institute for Scientific Research (ISR) is the largest sponsored research center at Boston College. It embodies the University's motto "Ever to Excel." It has been and continues to be at the forefront of world-class innovative research.

Our highly skilled team of scientists, engineers, mathematicians, and research associates uses its expertise for theoretical and experimental studies that include space physics, space chemistry, solar-terrestrial research, space weather, and seismic studies.

Our current projects include heavenly explorations, such as observing the celestial sky to interpret the changes in infrared emissions in space, and earthbound pursuits, such as defining the effects of solar storms on space-based communication and navigation systems.

Our researchers are fully dedicated to their work and have achieved numerous awards and high acclaim from our sponsors, who include the following:

- Air Force Research Laboratory (AFRL)
- Air Force Office of Scientific Research (AFOSR)
- Office of Naval Research (ONR)
- National Science Foundation (NSF)
- National Aeronautics and Space Administration (NASA)
- Federal Aviation Administration (FAA)
- Other sponsors and partners from industry and academia

As an organized research institute at Boston College, ISR supports the research mission of Boston College to conduct national and international significant research that advances insight and understanding, enriches culture, and addresses pressing social needs. Through our research and workshops, ISR also fosters the intellectual development of young scientists from around the world. For more information on our programs, visit www.bc.edu/isr.

Institute for the Study and Promotion of Race and Culture (ISPRC)

The ISPRC was founded in 2000, under the direction of Dr. Janet E. Helms, to promote the assets and address the societal conflicts associated with race or culture in theory and research, mental health practice, education, business, and society at large.

The ISPRC solicits, designs, and disseminates effective interventions with a proactive, pragmatic focus. Each year the Institute addresses a racial or cultural issue that could benefit from a pragmatic scholarly focus through its Diversity Challenge conference. An annual Summer Workshop focuses on teaching applied skills to mental health professionals, educators, and students in related fields. For more information, visit www.bc.edu/isprc.

Irish Institute

The Irish Institute is a division of the Center for Irish Programs at Boston College. The mission of the Institute is to promote the peace and normalization process on the island of Ireland and to contribute to social, political, and economic stability through cross-border and cross-community cooperation. Professional development programming by the Institute introduces Irish and Northern Irish participants to successful models of best practices in the U.S., as well as offering an opportunity for cultural exchange that promotes mutual understanding among the U.S., Ireland, and Northern Ireland.

Since its founding in 1997, more than 800 decision-makers from all sectors, including government, business, education, environment, policing, media, and nonprofits, have participated in over 100 Irish Institute programs. Programs balance classroom seminars led by Boston College faculty with site visits to innovative and effective industry leaders in Massachusetts and across the United States. The Irish Institute is regarded as an honest broker by all parties on the

island of Ireland, and its reputation for delivering quality programming in an inclusive environment attracts leaders from all communities and from across the political spectrum.

The Irish Institute's 2011-2012 programming will address, among other issues, journalism, youth justice, philanthropy and community development, political decision making, marine renewable energy, emergency management and civil response, economic regeneration in urban centers, executive leadership, and global management strategy.

The Institute receives annual funding from Boston College, the U.S. Congress through the U.S. Department of State, the Bureau of Cultural and Educational Affairs, as well as through external business partnerships. For more information, contact Director Dr. Robert Mauro at 617-552-4503 or visit www.bc.edu/irishinstitute.

Jesuit Institute

The Jesuit Institute was established in 1988 to contribute towards the response to the question of identity. The Institute, initially funded by the Jesuit Community at Boston College, is not an additional or separate academic program. Rather, it is a research institute which works in cooperation with existing schools, programs, and faculty primarily but not exclusively at Boston College. Within an atmosphere of complete academic freedom essential to a university, the Institute engages positively in the intellectual exchange that constitutes the University. Its overarching purpose is to foster research and collaborate interchange upon those issues that emerge at the intersection of faith and culture. Through its programs, the Institute does this in two ways: by supporting the exploration of those religious and ethical questions raised by this intersection, and by supporting the presence of scholars committed to these questions. For more information, visit www.bc.edu/centers/jesinst.

Loneragan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan, S.J., (1904–1984) are fostered and advanced in the Lonergan Center at Boston College. Inaugurated in 1986, the Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works. Boston College sponsors the annual Lonergan Workshop each June, providing resources, lectures, and workshops for the study of the thought of Bernard Lonergan, S.J. Scholarships and fellowships offered by the Lonergan Institute enable scholars from around the world to utilize the resources of the Center. For more information, visit www.bc.edu/lonergan.

TIMSS & PIRLS International Study Center

The TIMSS & PIRLS International Study Center at the Lynch School of Education is dedicated to conducting comparative studies in educational achievement. Co-directed by Dr. Ina V. S. Mullis and Dr. Michael O. Martin, the Center focuses its primary work on comparative international studies in mathematics, science, and reading—Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS).

The TIMSS & PIRLS International Study Center receives funding from such organizations as the International Association for the Evaluation of Educational Achievement (IEA), the U.S. National Center for Education Statistics, and the U.S. National Science Foundation. For more information, visit timss.bc.edu.

Weston Observatory

The Weston Observatory, formerly Weston College (1928–1949), is the seismology research division of the Department of Earth and Environmental Sciences at Boston College. It is a premier research institute and exceptional science education center. The Boston College Educational Seismology project, currently encompassing grades K-12, delivers Inquiry-Based Science Education in more than thirty New England public school districts and private schools and is based at the observatory. The Weston Observatory provides free guided or self-guided tours of its facilities to numerous private-, public-, charter-, and home-schooled students and teachers, community groups, and the general public. The Weston Observatory also hosts monthly evening science colloquiums for the public, and welcomes a limited number of local high school volunteer interns during the summer. The Weston Observatory serves as the seismology information and data resource center to the Massachusetts Emergency Management Agency (MEMA), the media, first responders, the general public, and other stakeholders.

Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph Network and currently operates the fourteen-station New England Seismic Network that monitors earthquake activity in the northeast U.S., as well as distant earthquakes. The facilities at Weston Observatory offer students a unique opportunity to work on exciting projects with modern scientific research equipment in a number of different areas of seismology research. For more information, visit www.bc.edu/westonobservatory.

STUDENT LIFE RESOURCES

Athletics Department

In keeping with its tradition as a Catholic and Jesuit university, rooted in a belief that seeks God in all things, especially in human activity, the Boston College Athletics Department offers a broad-based program of intercollegiate athletics, as well as intramural, recreation, and club sport opportunities. Through these activities, the Athletics Department provides an educational experience that promotes the development of the whole person intellectually, physically, socially, and spiritually. Through its offerings, the Athletics Department plays an integral part in the personal formation and development of students, preparing them for citizenship, service, and leadership.

The University's pursuit of a just society is fostered through the Athletics Department's commitment to the highest standards of integrity, ethics, and honesty. The Athletics Department promotes the principles of sportsmanship, fair play, and fiscal responsibility in compliance with University, Conference, and NCAA policies.

The Athletics Department supports and promotes the University's goal of a diverse student body, faculty, and staff. In this spirit, the Athletics Department supports equitable opportunities for all students and staff, including minorities and women.

Career Center

The Career Center at Boston College offers an exciting program of services and resources designed to help students build successful careers. Through the Career Center, graduate students may obtain advice and guidance regarding career goals, internships, and job search techniques. Students may also network with BC alumni. The Alumni Career Network contains the names of alumni who have volunteered

to share their career experiences and to provide job search strategy tips. Students can access the Network through their Agora Portal accounts, or via the Career Center's homepage. Professional assistance and advice on navigating the Career Center website is available.

Graduate career services for business students are available through the Career Strategies Office of the Carroll Graduate School of Management. Law students also have their own career services office on the Newton Campus.

Department of Campus Ministry

The Department of Campus Ministry, intent on being faithful to its Jesuit Catholic heritage, attends to the sacramental and pastoral needs of the Boston College community through daily, weekend, and campus-wide Masses, numerous retreats, faith communities, spiritual direction, and service programs.

Because development of the spiritual and religious life is vital for the formation of the whole person, all our liturgies, activities, and programs serve a three-fold purpose: to invite participants to recognize and respond to the call of God in their own lives; to support individuals in their ongoing spiritual and religious growth; and to challenge individuals to commit themselves to a life of prayer and service to others.

Campus Ministry offices are located in McElroy, Room 233, and can be reached at 617-552-3475 or on the web at www.bc.edu/ministry.

Dining Services

Graduate students may open an optional Eagle-One account which allows them to use their BC Eagle ID to make purchases at a variety of food and retail locations both on and off campus. Optional accounts are convenient, pre-paid, declining balance accounts which are ideal for graduate and law students. These accounts may be opened online at any time during the year through Agora Portal (portal.bc.edu).

Disability Services Office

Services for graduate students with hearing, visual, mobility, medical, psychiatric, and temporary disabilities are coordinated through the Assistant Dean for Students with Disabilities. Academic support services provided to students who provide appropriate documentation are individualized and may include, but are not limited to, sign language interpreters, CART services, electronic textbooks, extended time on exams, alternate testing locations, facilitation of program modification, course under-loads, readers, scribes, and note-takers. The Assistant Dean works with each student individually to determine the appropriate accommodations necessary for the student's full participation in college programs and activities. For more information, contact the Assistant Dean at 617-552-3470 or visit www.bc.edu/disability.

Services and accommodations for students with Learning Disabilities and Attention Deficit Hyperactivity Disorder are coordinated through the Connors Family Learning Center. The Center, located in O'Neill Library, provides academic support services and accommodations to graduate students. The Center's services are extensive and vary depending upon the unique needs of the individual student. For more information, contact Dr. Kathy Duggan at 617-552-8093 or visit www.bc.edu/connors.

Graduate Student Association

The Graduate Student Association (GSA) of Boston College is a student-run organization which serves graduate students in the College of Arts and Sciences, the Lynch School of Education, the Connell School of Nursing, the Graduate School of Social Work, the Carroll School of Management, and the School of Theology and Ministry. Additionally, the GSA coordinates the functions and activities of the Graduate African American, Hispanic, Asian, and Native American Student Association (Grad AHANA), and the Graduate International Student Association (GISA). The GSA serves two primary purposes: providing programming to meet graduate student needs and providing advocacy within the greater Boston College community for issues of import to graduate students. Membership in the GSA is open to any graduate student in good standing in one of the constituent schools. The GSA is lead by an elected Executive Board consisting of a President, Vice-President, and Financial Director, and by a Senate consisting of one member each from the constitute schools, plus Grad AHANA and GISA. The GSA is advised by the Office of Graduate Student Life. GSA offices are located in the Murray Graduate Student Center at 292 Hammond Street across Beacon Street from Middle Campus. For more information, visit www.bc.edu/offices/gsc/gsa.html.

The Office of Graduate Student Life/John Courtney Murray, S.J. Graduate Student Center

As part of the Division of Student Affairs, the mission of the Office of Graduate Student Life is to facilitate student learning and formation in their fullest sense (integrating intellectual, ethical, religious and spiritual, and emotional-social development) and to promote an inclusive community of engaged learners while advancing the Jesuit, Catholic heritages and values of Boston College. To this end, the Office of Graduate Student Life provides outreach to graduate and professional students through a variety of programs, services, and advocacy efforts. Working together with faculty, staff, and student organizations, the Office of Graduate Student Life provides both co-curricular and academic support to the graduate student community.

The John Courtney Murray, S.J. Graduate Student Center is an essential component of the Office's mission, serving as a center of hospitality and community building. It provides a number of services and amenities including a computer lab (printing, network, and wireless access), study areas, meeting space, dining and lounge areas, billiards, ping pong, and a free DVD lending library for all current graduate students. The Center is located at 292 Hammond Street (just across Beacon Street from McElroy).

For more information about programs and services provided by the Office of Graduate Student Life, call 617-552-1855 or visit www.bc.edu/gsc.

University Health Services

The primary goal of University Health Services is to provide confidential medical/nursing care and educational programs to safeguard the physical well-being and mental health of the student body. The Department is located in Cushing Hall on the main campus and can be contacted by calling 617-552-3225.

The Outpatient Unit staff includes full-time primary care physicians, nurse practitioners, and on-site specialty consultants. The 24-hour Inpatient Unit provides care for students requiring

observation and frequent physician/nurse assessments. The staff also provides urgent outpatient nursing assessments when the Outpatient Unit is closed and can be reached at 617-552-3225.

Accessing care from University Health Services is optional for graduate students and is available through payment of the Health/Infirmary fee or on a fee-for-service basis.

All students may have access to the facilities for first aid or in case of an emergency.

The Health/Infirmary fee covers medical care provided on campus by University Health Services and is not to be confused with medical insurance. Massachusetts law requires that all students be covered by an Accident and Sickness Insurance Policy so that protection may be assured in case of hospitalization or other costly outside medical services. See Massachusetts Medical Insurance.

An informational brochure entitled *University Health Services: Staying Well* is available at the University Health Services office (Cushing Hall, First Floor). For insurance and other information, call 617-552-3225 or visit www.bc.edu/healthservices.

Immunization

Graduate students registering at the credit levels listed below are required to comply with Massachusetts General Laws (the College Immunization Law):

School Credit Level

Woods College of Advancing Studies—Graduate	9
College of Arts and Sciences—Graduate	9
Graduate School of Social Work	9
Law School	12
Lynch School of Education—Graduate	9
Carroll School of Management—Graduate	9
Connell School of Nursing—Graduate	9
School of Theology and Ministry	9

The College Immunization Law requires proof of the following immunizations:

- 1 Tetanus-Diphtheria Booster: Within the past 10 years
- 2 Measles, Mumps, and Rubella
- 3 doses of the hepatitis B vaccine
- Meningitis immunization or submission of waiver form for all students living in University-sponsored housing

If proof of immunization for measles, mumps, and/or rubella is not available, a blood Titer showing immunity will be accepted.

Failure to show proof of immunizations within 30 days from the start of classes will result in a block on your registration and an administrative fee of \$65 will be charged to your student account.

The only exceptions permitted are conflicts with personal religious belief or documentation by a physician that immunizations should not be given due to pre-existing medical problems.

University Counseling Services (UCS)

University Counseling Services (UCS) provides counseling, psychological, and psychiatric services to the students of Boston College. The goal of UCS is to assist students in understanding and solving problems that interfere with their personal goals. Services available include individual counseling and psychotherapy, psychiatric services, group counseling, consultation, evaluation, and referral. Students wishing to make an appointment should call 617-552-3310.

Volunteer and Service Learning Center (VSLC)

The mission of the Volunteer and Service Learning Center (VSLC) is to support students and other members of the University community who seek opportunities to serve marginalized persons and communities. This support includes providing information on existing volunteer needs on campus and in the Greater Boston community. The VSLC staff offers advisement and resources for new initiatives, and designs training and resources related to individual and group service. The VSLC sponsors a number of programs and offers services which include:

- An online volunteer database available for students to find service placements that fit their interests and schedules
- Volunteer fairs at the beginning of each semester
- An English Language Learners program matching BC employees with BC student tutors
- Big Brother and Big Sister Programming
- The Jemez Pueblo Service Exchange Program
- A Post-graduate Volunteer Fair, as well as advisement and support for those who will serve full-time after leaving Boston College
- Sponsorship and advisement for domestic and international service/immersion trips
- Support for University departments and student groups on volunteer projects
- Several annual programs including the Welles R. Crowther Red Bandanna 5k Run, the Fair Trade Holiday Sale, and Hoops for Hope

For more information, visit www.bc.edu/service.

Annual Notification of Rights

The Executive Director of Student Services and the Vice President for Student Affairs are responsible for notifying students annually of their rights under FERPA. The annual notice is to appear in the *Boston College Bulletin* and in the *Boston College Student Guide*.

All non-directory information is considered confidential and will not be released to outside inquiries without the express written consent of the student.

Student Rights Under FERPA

Boston College maintains a large number of records regarding its students in the administration of its educational programs, as well as its housing, athletics, and extracurricular programs. The University also maintains employment and financial records for its own use and to comply with state and federal regulations. Boston College is committed to protecting the privacy interests of its students and to maintaining the confidentiality of student records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA).

These rights are as follows:

- The right to inspect and review the student's education record within 45 days of the day the University receives a request for access.
- Any student who wishes to inspect and review information contained in an education record maintained by any office of the University may, with proper identification, request access to the record from the office responsible for maintaining that

record. In general, and absent an exception under FERPA, the student is to be granted access to the record as soon as possible and, unless the circumstances require the existence of a formal request, an oral request may be honored.

Whenever an office responsible for maintaining education records is unable to respond at once, the student may submit to the Office of Student Services, dean, academic department head, or other appropriate official a written request that identifies the record he or she wishes to inspect. The University official is to make arrangements for access, and is to notify the student of the time and place the record may be inspected. If the record is not maintained by the University official to whom the request is submitted, that official is to advise the student of the correct official to whom the request is to be addressed.

- The right to request the amendment of the student's education record if the student believes that information contained in his or her record is inaccurate, misleading or in violation of his or her rights of privacy.

Any student who believes that information contained in his or her education record is inaccurate, misleading, or in violation of his or her rights of privacy is to write to the University official responsible for the record, clearly identifying the part of the record he or she wants changed, and specifying why the record should be amended.

If the University concludes that the record should not be amended as requested, the University will notify the student, advise the student of his or her right to a hearing and provide information about the hearing process.

- The right to consent to the disclosure of personally identifiable information contained in the student's education record, except to the extent permitted under FERPA. One exception that permits disclosure without consent is disclosure to University officials with legitimate educational interests, which may include employees in administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); members of the Board of Trustees; and students serving on an official committees, such as a disciplinary or grievance committees, or assisting another University officials in performing their tasks. University officials may also be contractors, consultants, volunteers or other outside parties to whom the University has outsourced institutional services or functions that would ordinarily be performed by University employees. The University may disclose education records without consent to officials of other educational institutions that have requested the records and in which a student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. Written complaints may be directed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-4605.

Confidentiality of Student Records

Certain personally identifiable information from a student's education record, designated by Boston College as directory information, may be released without the student's prior consent. This information includes name; term, home, local, and electronic mail addresses; telephone listing; date and place of birth; photograph; major field of study; enrollment status; grade level; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; school/college of enrollment; anticipated date of graduation; degrees and awards received; the most recent previous educational agency or institution attended; and other similar information.

Electronic access to selected directory information is available to both the Boston College community and the general public. A student who so wishes has the right to prevent the release of all directory information including verification of enrollment, or to suppress selected directory information in their Agora Portal account under "Privacy Preferences." This must be done by the end of the first week of enrollment.

Disclosures to Parents of Students

When a student reaches the age of 18, or attends a postsecondary institution regardless of age, FERPA rights transfer to the student. Guidelines for the disclosure of information to parents are as follows:

- Parents may obtain directory information at the discretion of the institution.
- Parents may obtain nondirectory information (e.g., grades, GPA) at the discretion of the institution and after it is determined that the student is legally dependent on either parent.
- Parents may also obtain nondirectory information if they have a signed consent from the student.

Consumer Notices and Disclosures (HEOA)

The University provides access to all the annual consumer notices and disclosures required by the Higher Education Opportunity Act ("HEOA"), which reauthorized the Higher Education Act of 1965, at the following url: <http://www.bc.edu/offices/evp/noticesanddisclosures.html>. Each disclosure web page also explains how to request a paper copy of that disclosure.

- **Institutional and Student Information**, including information regarding the University's academic programs, facilities, faculty, academic improvement plans, accreditation, student rights with respect to the privacy of student records, transfer of credit policies, resources for students with disabilities, the diversity of the student body, voter registration, copyright and file-sharing, and how to reach the Office of Student Services, which maintains a wealth of resources and information for students and prospective students.
- **Financial Information**, including the cost of attendance, withdrawal and refund policies, information regarding financial aid programs (including information about eligibility requirements and criteria, forms, policies, procedures, standards for maintaining aid, disbursements, and repayment), student employment information and exit counseling information, and how to reach the Office of Financial Aid.

- **Student Outcomes**, including information regarding retention rates, graduation rates, and placement and education of graduates.
- **Health and Safety Information**, including the Campus Security and Fire Safety Report and the Drug-Free Campus and Workplace Program that were released in the Fall 2010, and the University's policy regarding vaccinations.

Annual Campus Security and Fire Safety Report, including statistics for the previous three years concerning reported crimes that occurred on campus and on public property immediately adjacent to and accessible from the campus, and institutional policies regarding the campus security and the fire safety programs.

Drug-Free Campus and Workplace, including sanctions with respect to the unlawful possession, use, and distribution of illegal drugs and alcohol by students, faculty, and staff, some of the health risks and consequences of substance abuse, Boston College's continuing obligation to provide a drug-free workplace under the Drug-Free Workplace Act of 1988, and the obligation of all individual federal contract and grant recipients to certify that grant activity will be drug-free.

Athletic Program Information, including a report of athletic program participation rates and financial support data, available upon request from the Office of the Financial Vice President and Treasurer. The report details participation rates, financial support, and other information on men's and women's intercollegiate athletic programs.

FINANCIAL AID

Boston College offers a variety of assistance programs to help graduate and professional students finance their education. The Office of Student Services administers federal Title IV financial aid programs that include Federal Direct Loans, Federal Perkins Loans, Federal PLUS Loans, and Federal Work-Study, as well as Federal Nursing Loans and Federal TEACH Grants.

Financial aid application materials generally become available on the Student Services website (www.bc.edu/finaid) each December for the following academic year. Students wishing to be considered for assistance must complete all required forms.

Federal financial aid is awarded on the basis of financial need. Need is defined as the difference between the total expenses of attending Boston College and the student's calculated ability to contribute towards those expenses. Students with the greatest financial need are given preference for most financial aid programs and, thus, tend to receive larger financial aid awards.

For more complete information on financial aid at Boston College, visit the Student Services website at www.bc.edu/finaid.

In addition, the different graduate and professional schools, as well as some University departments and offices, offer graduate assistantships and scholarships. Most of these awards are merit-based and are awarded at the time of admission. Need-based awards also are made by certain schools. For information about these types of institutional awards visit the website of the applicable graduate or professional school, the Student Resources page (www.bc.edu/gsc/gradresources.html), or the website of the John Courtney Murray, S.J. Graduate Student Center (<http://www.bc.edu/offices/gsc/mgc.html>) which provides a partial listing of assistantships and internships, as well as links to information about financial support for Boston College graduate students.

General Information

It is the student's responsibility to know and comply with all requirements and regulations of the financial aid programs in which they participate. Financial aid awards may be reduced or cancelled if the requirements of the award are not met. Students receiving any Federal Loans are expected to accept responsibility for the promissory note and all other agreements that they sign. Students must comply with all Federal Work-Study dates and deadlines.

All federal financial aid awards are made under the assumption that the student status (full-time, part-time, half-time, enrollment in the Woods College of Advancing Studies) has not changed. Any change in the student's status must be reported, in writing, to the Office of Student Services as it can affect the financial aid award. Students receiving Federal Title IV funds are subject to the following withdrawal/refund process for those funds: The University is required to return to the federal aid programs the amount of aid received that was in excess of the aid "earned" for the time period the student remained enrolled. Students who remain enrolled through at least 60% of the payment period (semester) are considered to have earned 100% of the aid received. If the University is required to return funds to Title IV aid programs, those funds must be returned in the following order: Federal Direct Unsubsidized Loans, Federal Direct Subsidized Loans, Federal Perkins Loans, Federal PLUS, and Federal TEACH Grants. **Returning funds to these programs could result in a balance coming due to the University on the student's account.**

In addition, all financial aid recipients must maintain satisfactory progress in their course of study. Satisfactory academic progress is defined by the dean of each school at Boston College. Students should check with their respective deans for this definition. If a student is not maintaining satisfactory academic progress, the student should consult with his or her dean to determine what steps must be taken to reestablish his or her status and, thus, eligibility to receive financial aid.

Federal financial aid recipients have the right to appeal their financial aid award. However, the student should understand that Boston College has already awarded the best financial aid package possible based on the information supplied. Therefore, any appeal made should be based on new, additional information not already included in the student's original application material. An appeal should be made by letter to the student's Financial Aid Associate.

When applying for financial aid, the student has the right to ask the following:

- what the cost of attending is, and what the policies are on refunds to students who drop out.
- what financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs.
- what the procedures and deadlines are for submitting applications for each available financial aid program.
- what criteria the institution uses to select financial aid recipients.
- how the institution determines financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are

considered in the student's budget. It also includes what resources (such as parental contribution, other financial aid, student assets, etc.) are considered in the calculation of need.

- how much of the student's financial need, as determined by the institution, has been met. Students also have the right to request an explanation of each type of aid, and the amount of each, in their financial aid award package.
- students receiving loans have the right to know what the interest rate is, the total amount that must be repaid, the length of time given to repay the loan, when repayment must start, and any cancellation and deferment provisions that apply. Students offered a Work-Study job have the right to know what kind of job it is, what hours are expected, what the duties will be, what the rate of pay will be, and how and when they will be paid.

A student also has the responsibility to:

- pay special attention to his or her application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay the receipt of the financial aid package.
- provide all additional information requested by either the Office of Student Services, department, office or the agency to which the application was submitted.
- read and understand all forms he or she is asked to sign, and keep copies of them.
- perform in a satisfactory manner, as determined by the employer, the work that is agreed upon in accepting a Federal Work-Study job.
- know and comply with the deadlines for applications or reapplications for financial aid.
- know and comply with the College's refund procedures.
- notify the Office of Student Services and the lender of a loan (e.g., Federal Direct Loan) of any change in name, address, or school status.
- complete the Entrance Interview process if he or she is a new loan borrower.
- complete the Exit Interview process prior to withdrawal or graduation.

NOTICE OF NON-DISCRIMINATION

Founded by the Society of Jesus in 1863, Boston College is dedicated to intellectual excellence and to its Jesuit, Catholic heritage. Boston College recognizes the essential contribution a diverse community of students, faculty, and staff makes to the advancement of its goals and ideals in an atmosphere of respect for one another and for the University's mission and heritage. Accordingly, Boston College commits itself to maintaining a welcoming environment for all people and extends its welcome in particular to those who may be vulnerable to discrimination, on the basis of their race, ethnic or national origin, religion, color, age, gender, marital or parental status, veteran status, disabilities, or sexual orientation.

Boston College rejects and condemns all forms of harassment, wrongful discrimination, and disrespect. It has developed procedures to respond to incidents of harassment whatever the basis or circumstance. Moreover it is the policy of Boston College, while reserving its lawful rights where appropriate to take actions designed to promote the Jesuit, Catholic principles that sustain its mission and heritage, to comply with all state and federal laws prohibiting discrimination in employment and in its educational programs on the basis of a person's

race, religion, color, national origin, age, sex, marital or parental status, veteran status, or disability, and to comply with state law prohibiting discrimination on the basis of a person's sexual orientation.

To this end, Boston College has designated its Executive Director for Institutional Diversity to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws. Any applicant for admission or employment, and all students, faculty members, and employees, are welcome to raise any questions regarding this policy with the Office for Institutional Diversity. In addition, any person who believes that an act of unlawful discrimination has occurred at Boston College may raise this issue with the Assistant Secretary for Civil Rights of the United States Department of Education.

OFF-CAMPUS HOUSING

The University operates an Off-Campus Housing office located in Maloney Hall for the convenience of those seeking referrals for off-campus housing. The office maintains updated listings of apartments and rooms available for rent in areas surrounding the campus. Interested students should visit the office Monday through Friday, 9:00 a.m. to 5:00 p.m. Listings are available on the Residential Life website.

The Office of Residential Life offers residency to full-time graduate students in apartments located near main campus. The apartments are located on or near the Boston College bus line and have rents that include the following utilities: electricity, cable and broadband internet, gas, heat, and hot water.

TUITION AND FEES

Tuition and fees for the Graduate Schools of Management, Arts and Sciences, Education, Nursing, Social Work, and School of Theology and Ministry are billed on July 15 and August 15 for the fall and December 15 for the spring. Payment is due on September 15 and January 15, respectively. All students should be registered by August 15 for the fall and December 15 for the spring.

The tuition in the Law School is due semi-annually by August 10 and by December 10.

There is a \$150 late payment fee for payments received after the due dates listed above. In severe cases, students whose accounts are not resolved by the due dates may be withdrawn from the University.

Tuition in the Woods College of Advancing Studies is due upon registration.

All billing statements are sent electronically. Visit www.bc.edu/mybill for more information.

Graduate Tuition

Graduate School of Arts and Sciences**

Tuition per credit hour:	1,242
Auditor's fee***—per credit hour:.....	621

Lynch School of Education, Graduate Programs**

Tuition per credit hour:	1,122
Auditor's fee***—per credit hour:.....	561

Carroll School of Management, Graduate Programs**

Tuition per credit hour:	1,320
Auditor's fee***—per credit hour:.....	660

ABOUT BOSTON COLLEGE

Connell School of Nursing, Graduate Programs**

Tuition per credit hour:.....	1,092
Auditor's fee***—per credit hour:.....	546

Graduate School of Social Work**

Tuition per credit hour:.....	972
Auditor's fee***—per credit hour:.....	486

Law School**

Tuition per semester:.....	20,795
Tuition per credit hour:.....	1,812

School of Theology and Ministry**

Tuition per credit hour:.....	856
Auditor's fee***—per credit hour:.....	428

Summer Session**

Tuition per credit hour:.....	660
Auditor's fee***—per credit hour:.....	330

**Students cross-registering in graduate programs pay tuition rates of the school in which they are enrolled.

***Audits are considered fees and are not refundable. Students changing from credit to audit receive no refund.

Graduate General Fees*

Acceptance Deposit

Graduate Education:.....	275
Graduate Nursing:.....	400
CGSOM—part-time:.....	200
CGSOM—full-time:.....	1,500
Law School—J.D. Program***:.....	500
Law School—LL.M. Program:.....	500
Social Work:.....	200

***Initial deposit due by April 15 with an additional \$500 due by

June 1.

Activity fee—per semester*** (Grad A&S, LSOE, CGSON, GSSW, STM)

7 credits or more per semester:.....	45
Fewer than 7 credits per semester:.....	30

Activity fee—per semester*** (CGSOM)

7 credits or more per semester:.....	55
Fewer than 7 credits per semester:.....	30

Activity fee*** (LAW).....

136

Application fee (non-refundable)

Grad A&S:.....	70
LSOE:.....	65
GSSW:.....	40
CGSON:.....	50
CGSOM:.....	100
Law School:.....	75
STM.....	70

Doctoral Comprehensive/Continuation Fee (Ph.D. candidate) and Master's Thesis Direction (per semester)

Grad A&S.....	1,242
CGSON:.....	1,092
CGSOM:.....	1,320
GSSW:.....	972
LSOE:.....	1,122
Interim Study:.....	30
Laboratory Fee (per semester):.....	up to 930

Late Payment Fee:.....

150

Massachusetts Medical Insurance (per year):.....

(966 fall semester, 1,142 spring semester)

Microfilm and Binding

Doctoral Dissertation:.....	125
Master's thesis:.....	90
Copyright fee (optional):.....	45

Student Identification Card

(mandatory for all new students):.....	30
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*Fees are proposed and subject to change.

***Students who are in off-campus satellite programs in the School of Social Work are exempt from the activity fee.

Collection Cost and Fees: The student is responsible for any collection costs or court costs and fees should their account be turned over to a collection agency or an attorney.

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

Massachusetts Medical Insurance

In accordance with the Commonwealth of Massachusetts' law and the policies of Boston College, all students who are registered in a degree program and all international students will automatically be charged by Boston College for medical insurance.

Non-degree students who are registered at least 75 percent of the full-time credit load (see chart below) will also be charged unless waiver information is submitted. Failure to maintain these credit levels will result in the termination of the medical insurance. It is the student's responsibility to monitor their eligibility status.

- Graduate Woods College of Advancing Studies—7 or more
- Graduate Arts and Sciences—7 or more
- Graduate Education—7 or more
- Graduate Management—7 or more
- Graduate Nursing—7 or more
- Graduate Social Work—7 or more
- Law School—12 or more
- School of Theology and Ministry—7 or more

Boston College will offer all students who are required to enroll in the BC insurance plan the option of participating in the plan offered at the University or submitting a waiver if they have other comparable insurance. The details of the University's insurance plan are available at www.bc.edu/medinsurance.

Students may waive the BC insurance plan by completing the electronic waiver form through their Agora Portal at portal.bc.edu. Students under the age of 18 are required to submit a written waiver form with the signature of their parent/guardian. This form is available for download at www.bc.edu/ssforms. The waiver must be completed and submitted by September 16, 2011, for the fall semester and by January 27, 2012, for spring semester. Students who do not complete a waiver by the due dates will be enrolled and billed for the BC plan.

Returned Checks

Returned checks will be fined in the following manner:

- First three checks returned: \$25 per check
- All additional checks: \$40 per check
- Any check in excess of \$2,000: \$65 per check
- Check cashing privileges are revoked after the third returned check.

Withdrawals and Refunds

Fees are not refundable.

Tuition is cancelled subject to the following conditions:

- Notice of withdrawal must be made in writing to the dean of the student's school.
- The date of receipt of written notice of withdrawal by the Dean's Office determines the amount of tuition cancelled.

The cancellation schedule that follows will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary reasons.

Graduate Refund Schedule (Excluding Law)

Graduate students (except Law students) withdrawing by the following dates will receive the tuition refund indicated below.

First Semester

- by Sept. 14, 2011: 100% of tuition charged is cancelled
- by Sept. 16, 2011: 80% of tuition charged is cancelled
- by Sept. 23, 2011: 60% of tuition charged is cancelled
- by Sept. 30, 2011: 40% of tuition charged is cancelled
- by Oct. 7, 2011: 20% of tuition charged is cancelled

Second Semester

- by Jan. 25, 2012: 100% of tuition charged is cancelled
- by Jan. 27, 2012: 80% of tuition charged is cancelled
- by Feb. 3, 2012: 60% of tuition charged is cancelled
- by Feb. 10, 2012: 40% of tuition charged is cancelled
- by Feb. 17, 2012: 20% of tuition charged is cancelled

No cancellations are made after the fifth week of classes.

Law Refund Schedule

Law students are subject to the refund schedule outlined below.

First Semester

- by Aug. 26, 2011: 100% of tuition charged is cancelled
- by Sept. 9, 2011: 80% of tuition charged is cancelled
- by Sept. 16, 2011: 60% of tuition charged is cancelled
- by Sept. 23, 2011: 40% of tuition charged is cancelled
- by Sept. 30, 2011: 20% of tuition charged is cancelled

Second Semester

- by Jan. 6, 2012: 100% of tuition charged is cancelled
- by Jan. 20, 2012: 80% of tuition charged is cancelled
- by Jan. 27, 2012: 60% of tuition charged is cancelled
- by Feb. 3, 2012: 40% of tuition charged is cancelled
- by Feb. 10, 2012: 20% of tuition charged is cancelled

Summer Sessions Refund Schedule: All Schools

Before the second day of class, 100% of tuition charged is cancelled. No cancellation of tuition is made after the second day of class.

If a student does not wish to leave any resulting credit balance on his or her account for subsequent use, he or she should request a refund through their Agora Portal account at portal.bc.edu. If a student has a credit balance as a result of Federal Aid and he or she does not request a refund, the University will, within two weeks, send the credit balance to his/her local address.

Federal regulations establish procedural guidelines applicable to the treatment of refunds whenever the student has been the recipient of financial assistance through any program authorized under Title IV of the Higher Education Act of 1965. These guidelines pertain to the Federal Perkins Loan, the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, the Federal College Work-Study, and

the Direct and PLUS Loan. In such cases, the regulations require that a portion of any refund be returned according to federal guidelines. Further, if a student withdraws, the institution must determine if any cash disbursement of Title IV funds, made directly to the student by the institution for non-instructional purposes, is an overpayment that must be repaid to the Title IV program. University policy developed to comply with the regulations at Boston College will be available upon request from the Office of Student Services.

National Student Clearinghouse

Boston College is a member of the National Student Clearinghouse. The National Student Clearinghouse is responsible for the processing of Student Loan Deferment forms for Direct Subsidized and Direct Unsubsidized, PLUS, and Perkins loans.

Student deferment forms will be sent to the Clearinghouse by the Office of Student Services. Students wishing to defer their loans should request a deferment form from their lender, fill out the student portion, list the semester for which they are deferring, and then turn it into the Office of Student Services in Lyons Hall.

Boston College has also authorized the National Student Clearinghouse to provide degree and enrollment verifications.

Contact the Clearinghouse at 703-742-4200 with questions. They are on the web at www.studentclearinghouse.org.

Boston College Graduate Degree Programs

Graduate School of Arts and Sciences

Biology:* M.S., M.S.T., Ph.D.

Chemistry:* M.S., M.S.T., Ph.D.

Classics: M.A., M.A.T.

Economics:* M.A., Ph.D.

English: M.A., M.A.T., Ph.D.

French: M.A., M.A.T., Ph.D.

Geology: M.S., M.S.T.

Geophysics: M.S., M.S.T.

Greek: M.A.

Hispanic Literature: Ph.D.

Hispanic Studies: M.A., M.A.T.

History: M.A., M.A.T., Ph.D.

Irish Literature and Culture: English, M.A.

Italian: M.A., M.A.T.

Latin: M.A.

Latin and Classical Humanities: M.A.T.

Linguistics: M.A., M.A.T.

Mathematics: M.A., M.S.T., Ph.D.

Philosophy: M.A., Ph.D.

Physics:* M.S., M.S.T., Ph.D.

Political Science: M.A., Ph.D.

Psychology: M.A., Ph.D.

Romance Literatures: Ph.D.

Russian: M.A.

Slavic Studies: M.A., M.A.T.

Sociology: M.A., Ph.D.

Spanish: M.A.T.

Theology, Ph.D.

*Ph.D. programs in accordance with departmental policy may grant Master's degrees.

Fifth Year Programs—Graduate School of Arts and Sciences

Biology: B.S./M.S.
Linguistics: B.A./M.A.
Philosophy: B.A./M.A.
Psychology: B.A./M.A. or B.S./M.A.
Psychology/Social Work: B.A./M.S.W.
Russian: B.A./M.A.
Slavic Studies: B.A./M.A.
Sociology: B.A./M.A.
Sociology/Social Work: B.A./M.S.W.
Theology: B.A./M.A.

Dual Degree Programs—Graduate School of Arts and Sciences

Biology/Management: M.S./M.B.A.
French/Management: M.A./M.B.A.
Geology/Management: M.S./M.B.A.
Geophysics/Management: M.S./M.B.A.
Hispanic Studies/Management: M.A./M.B.A.
Italian/Management: M.A./M.B.A.
Linguistics/Management: M.A./M.B.A.
Mathematics/Management: M.A./M.B.A.
Philosophy: M.A./J.D., Ph.D./J.D.
Political Science/Management: M.A./M.B.A.
Russian/Management: M.A./M.B.A.
Slavic and Eastern Languages: M.A./J.D.
Slavic Studies/Management: M.B.A./M.A.
Sociology/Management: M.A./M.B.A., Ph.D./M.B.A.

School of Theology and Ministry

Master of Divinity: M.Div
Master of Theological Studies: M.T.S.
Master of Theology: Th.M.
Pastoral Ministry: M.A.
Philosophy, Theology & Education: Ph.D.
Religious Education: M.Ed., C.A.E.S.
Sacred Theology: S.T.B., S.T.L., S.T.D.

Fifth Year Programs—School of Theology and Ministry

Pastoral Ministry: B.A./M.A.
Religious Education: B.A./M.Ed.

Dual Degree Programs—School of Theology and Ministry

Pastoral Ministry/Counseling Psychology: M.A./M.A.
Pastoral Ministry/Higher Educational Administration: M.A./M.Ed.
Pastoral Ministry/Management: M.A./M.B.A.
Pastoral Ministry/Nursing: M.A./M.S.
Pastoral Ministry/Social Work: M.A./M.S.W.

Lynch School of Education, Graduate Programs

Applied Developmental and Educational Psychology: M.A., Ph.D.
Educational Administration and Catholic School Leadership: M.Ed.
Educational Administration: M.Ed.
Educational Leadership: M.Ed., Ed.D., Ph.D.

Counseling: M.A.
Counseling Psychology: Ph.D.
Curriculum and Instruction: M.Ed., Ph.D.
Early Childhood Specialist: M.A.
Early Childhood Teaching: M.Ed.
Educational Research, Measurement and Evaluation: M.Ed., Ph.D.
Elementary Education: M.Ed.
Higher Education: M.A., Ph.D.
Professional Licensure in Chemistry, Classical Humanities, Earth Science, Biology, Elementary Education, English, French, History, Latin, Mathematics, Physics, Spanish, and Reading: M.A., M.A.T., M.S.T.
Reading/Literacy Teaching: M.Ed.
Secondary Education: M.Ed., M.A.T., M.S.T.
Special Education (Moderate Special Needs, Grades Pre-K-8 and Grades 5-12): M.Ed.
Special Education (Students with Severe Special Needs, Pre-K-12): M.Ed.

Fifth Year Programs—Lynch School of Education, Graduate Programs

Applied Developmental and Educational Psychology: B.A./M.Ed.
Curriculum and Instruction: B.A./M.Ed.
Developmental and Educational Psychology: B.A./M.Ed.
Educational Research, Measurement, and Evaluation: B.A./M.Ed.
Elementary Education: B.A., M.Ed.
Higher Education: B.A./M.Ed.
Applied Psychology and Human Development/Social Work: B.A./M.S.W.
Secondary Education: B.A./M.Ed.
Severe Special Needs: B.A./M.Ed.
Special Education (Moderate Special Needs): B.A./M.Ed.

Dual Degree Programs—Lynch School of Education, Graduate Programs

Counseling/Pastoral Ministry: M.A./M.A.
Curriculum and Instruction/Law: M.Ed./J.D.
Educational Leadership/Law: M.Ed./J.D.
Educational Leadership/Pastoral Ministry: M.Ed./M.A.
Higher Education/Law: M.A./J.D.
Higher Education/Management: M.A./M.B.A.

Law School

Law: J.D.
Law: LL.M.

Dual Degree Programs—Law School

Law/Education: J.D./M.Ed., J.D./M.A.
Law/Management: J.D./M.B.A.
Law/Philosophy: J.D./M.A., J.D./Ph.D.
Law and Slavic and Eastern Languages and Literatures: J.D./M.A.
Law/Social Work: J.D./M.S.W.

Carroll School of Management, Graduate Programs

Accounting: M.S.

Business Administration: M.B.A.

Finance: M.S., Ph.D.

Management and Organization: Ph.D.

**Dual Degree Programs—Carroll School of Management,
Graduate Programs**

Accounting: M.B.A./M.S.

Management/Biology: M.B.A./M.S.

Finance: M.B.A./M.S., M.B.A./Ph.D.

Management/French: M.B.A./M.A.

Management/Geology and Geophysics: M.B.A./M.S.

Management/Higher Education: M.B.A./M.A.

Management/Hispanic Studies: M.B.A./M.A.

Management/Italian: M.B.A./M.A.

Management/Law: M.B.A./J.D.

Management/Linguistics: M.B.A./M.A.

Management/Mathematics: M.B.A./M.A.

Management/Nursing: M.B.A./M.S.

Management/Pastoral Ministry: M.B.A./M.A.

Management/Political Science: M.B.A./M.A.

Management/Russian: M.B.A./M.A.

Management/Slavic Studies: M.B.A./M.A.

Management/Social Work: M.B.A./M.S.W.

Management/Sociology: M.B.A./M.A./Ph.D.

Connell School of Nursing, Graduate Programs

Nursing: M.S., Ph.D.

**Dual Degree Programs—Connell School of Nursing,
Graduate Programs**

Nursing: B.S./M.S., M.S./Ph.D.

Nursing/Management: M.S./M.B.A.

Nursing/Pastoral Ministry: M.S./M.A.

Graduate School of Social Work

Social Work: M.S.W., Ph.D., M.S.W./Ph.D.

Dual Degree Programs—Graduate School of Social Work

Social Work/Applied Psychology and Human Development:
B.A./M.S.W.

Social Work/Law: M.S.W./J.D.

Social Work/Management: M.S.W./M.B.A.

Social Work/Pastoral Ministry: M.S.W./M.A.

Social Work/Psychology: B.A./M.S.W.

Social Work/Sociology: B.A./M.S.W.

Woods College of Advancing Studies

Administrative Studies: M.S.

ACADEMIC INTEGRITY

Policy and Procedures

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but it also undermines the educational process.

Standards

Academic integrity is violated by any dishonest act which is committed in an academic context including, but not restricted to the following:

Cheating is the fraudulent or dishonest presentation of work.

Cheating includes but is not limited to:

- the use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;
- fabrication, falsification, or misrepresentation of data, results, sources for papers or reports, or in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data;
- falsification of papers, official records, or reports;
- copying from another student's work;
- actions that destroy or alter the work of another student;
- unauthorized cooperation in completing assignments or during an examination;
- the use of purchased essays or term papers, or of purchased preparatory research for such papers;
- submission of the same written work in more than one course without prior written approval from the instructors involved;
- and dishonesty in requests for make-up exams, for extensions of deadlines for submitting papers, and in any other matter relating to a course.

Plagiarism is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one's own. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

Other breaches of academic integrity include:

- the misrepresentation of one's own or another's identity for academic purposes;
- the misrepresentation of material facts or circumstances in relation to examinations, papers, or other evaluative activities;
- the sale of papers, essays, or research for fraudulent use;
- the alteration or falsification of official University records;
- the unauthorized use of University academic facilities or equipment, including computer accounts and files;
- the unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;

- the expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal University committees;
- the expropriation and/or inappropriate dissemination of personally-identifying human subject data;
- and the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, or academic resource centers.

Collusion is defined as assistance or an attempt to assist another student in an act of academic dishonesty. Collusion is distinct from collaborative learning, which may be a valuable component of students' scholarly development. Acceptable levels of collaboration vary in different courses, and students are expected to consult with their instructor if they are uncertain whether their cooperative activities are acceptable.

Promoting Academic Integrity: Roles of Community Members

Student Roles in Maintaining Academic Integrity

Graduate and professional students have a responsibility to maintain high standards of academic integrity in their own work, and thereby to maintain the integrity of their degree. It is their responsibility to be familiar with, and understand, the University policy on academic integrity.

Students who become aware of a violation of academic integrity by a fellow student should respond in one of the following ways:

- Students may discuss their concerns with the student whom they suspect of a violation. Direct contact by another student may be the best means of resolving the problem. Repeated demonstration of student concern for academic integrity will in the long run build a peer-regulated community.
- If the incident is a major violation or part of a repeated pattern of violations, students should bring their concerns to the attention of the instructor or to the appropriate department chairperson or associate dean. Suspected violations by students reported to members of the faculty or to an associate dean will be handled according to the procedures set forth below.

Students who have serious concern that a faculty member is not living up to his or her responsibility to safeguard and promote academic integrity should speak with the faculty member directly, or should bring their concern to the attention of the department chairperson or associate dean.

Faculty Roles in Fostering Academic Integrity

Faculty members should provide students with a positive environment for learning and intellectual growth and, by their words and actions, promote conditions that foster academic integrity.

Faculty should be concerned about the impact of their behavior on students. Students are sensitive to messages communicated in informal discussions and in casual faculty remarks about personal decisions and value judgments. Students are perhaps most sensitive to how responsibly faculty members fulfill their obligations to them in the careful preparation of classes, in their supervision of research and clinical placements, in the serious evaluation of student achievement, and in their genuine interest in and availability to students.

Faculty should promote academic integrity in the following specific ways:

- At the beginning of each course, instructors should discuss academic integrity in order to promote an ongoing dialogue about academic integrity and to set the tone and establish guidelines for academic integrity within the context of the course, e.g., the extent to which collaborative work is appropriate.
- Instructors should discuss why, when, and how students must cite sources in their written work.
- Instructors should provide students with a written syllabus or other documents prepared for the academic experience that states course requirements and, when available, examination dates and times.
- Instructors are encouraged to prepare new examinations and assignments where appropriate each semester in order to ensure that no student obtains an unfair advantage over his or her classmates by reviewing exams or assignments from prior semesters. If previous examinations are available to some students, faculty members should insure that all students in the course have similar access. Course examinations and other forms of assessment should be designed to minimize the possibility of cheating, and course paper assignments should be designed to minimize the possibility of plagiarism.
- Proctors should be present at all examinations, including the final examination, and should provide students with an environment that encourages honesty and prevents dishonesty.
- Faculty should be careful to respect students' intellectual property and the confidentiality of student academic information.
- Assignment of grades, which is the sole responsibility of the instructor, should be awarded in a manner fair to all students.

Academic Deans

The academic deans have overall responsibility for academic integrity within their schools which includes the following:

- promoting an environment where academic integrity is a priority for both students and faculty;
- ensuring that students who are honest are not placed at an unfair disadvantage;
- and establishing procedures to adjudicate charges of academic dishonesty and to protect the rights of all parties.

Procedures

Graduate and professional students should refer to their department or school for procedures for adjudicating alleged violations of academic integrity. Penalties for students found responsible for violations may depend upon the seriousness and circumstances of the violation, the degree of premeditation involved, and/or the student's previous record of violations. Appeal of decision may be made to the representative of the department or school whose decision will be final.

ACADEMIC REGULATIONS

University-wide academic regulations that pertain to all graduate and professional students are presented below. Students are expected to become familiar with the regulations that are specific to their school.

To learn about each school's academic regulations, please refer to the following sites:

Carroll School of Management

www.bc.edu/schools/csom/graduate/mba/academics/academic_integrity.html

Connell School of Nursing

www.bc.edu/content/dam/files/schools/son/pdf/gradhandbook_10_11_web.pdf

Graduate School of Arts and Sciences

www.bc.edu/schools/gsas/policies.html

Graduate School of Social Work

www.bc.edu/schools/gssw/academics/academic-policies.html

Law School

www.bc.edu/content/dam/files/schools/law/pdf/academics/AcademicPolicies%202010-2011.pdf

Lynch School of Education

Master's Students: www.bc.edu/schools/lsoe/resources/students/masters_policies.html

Doctoral Students: www.bc.edu/schools/lsoe/resources/students/phd_policies.html

School of Theology and Ministry

www.bc.edu/schools/stm/acadprog/stmserv/acadpol.html#leave%20of%20absence

Woods College of Advancing Studies

www.bc.edu/advancingstudies/guide

All Academic Regulations are effective from September of the academic year printed on the title page of this Catalog except where a different date is explicitly stated. If, after a student has withdrawn from Boston College, there have been changes in the Academic Regulations, and if the student is subsequently readmitted to Boston College, the Academic Regulations in effect at the time of return apply.

Academic Grievances

Any graduate or professional student who believes he or she has been treated unfairly in academic matters should consult with the faculty member or administrator designated by their school to discuss the situation and to obtain information about relevant grievance policies and procedures.

Academic Record

A record of each graduate or professional student's academic work is prepared and maintained permanently by the Office of Student Services.

Attendance

Graduate and professional students are expected to meet course requirements in classes, internships, and practica as specified in the syllabus or document prepared explicitly for the academic experience. A student who is absent repeatedly from these academic experiences will be evaluated by the responsible faculty member and/or designated supervisor(s) to ascertain the student's ability to continue in the course and to achieve course objectives.

Professors may include, as part of the semester's grades, marks for the quality and quantity of the student's participation in the course.

Professors will announce, reasonably well in advance, tests, examinations and other forms of assessment based on the material covered in the course, as well as other assigned material. A student who

is absent from a course is responsible for obtaining knowledge of what happened in the course, especially information about announced tests, papers, or other assignments.

A student who is absent from a course on the day of a previously announced examination, including the final examination, is not entitled, as a matter of right, to make up what was missed. The professor involved is free to decide whether a makeup will be allowed.

In cases of prolonged absence the student or his or her representative should communicate with the student's graduate associate dean as soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to the course should be made with the Graduate Associate Dean's Office as soon as the student's health and other circumstances permit.

Absences for Religious Reasons

Any graduate or professional student who is unable, because of his or her religious beliefs, to attend classes, internships, or practica, or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, or study or work requirement, and shall be provided with an opportunity to makeup such examination, study or work requirement that may have been missed because of such absence on any particular day. However, students should notify professors and supervisors at the end of the first course meeting or at least two weeks in advance of any such planned observances, and such makeup examination or work shall not create an unreasonable burden upon the University. No fees will be charged and no adverse or prejudicial effects shall result to any student who is absent for religious reasons.

Audits

Graduate and professional students should consult their school or department for specific policies regarding audits.

Comprehensive Examination or Qualifying Papers: Doctoral Students

Graduate and professional students should consult their school or department for specific policies regarding comprehensive examinations or qualifying papers for doctoral students.

Comprehensive Examination: Master's Students

Graduate and professional students should consult their school or department for specific policies regarding comprehensive examinations for master's students.

Continuation: Doctoral Candidacy

Graduate and professional students who have completed all required coursework and who have successfully completed the comprehensive examination or the oral defense of a publishable paper are admitted to doctoral candidacy. Doctoral candidates are required to register and pay for Doctoral Continuation (999) during each semester of their candidacy or its equivalent.

Please refer to your school's regulation for additional information on doctoral candidacy.

Cross Registration

Boston Theological Institute

The Boston Theological Institute (BTI), a consortium of theology faculty primarily in the Boston, Newton, Cambridge area, has as its constituent members the following institutions. Graduate and professional students should consult their school or department for specific policies regarding cross-registration in the BTI.

- Andover Newton School of Theology
- Boston College's Department of Theology
- Boston College's School of Theology and Ministry
- Boston University's School of Theology
- Episcopal Divinity School
- Gordon-Conwell Theological Seminary
- Harvard Divinity School
- Holy Cross Greek Orthodox Seminary
- St. John's Seminary

The Consortium

Boston College is part of a consortium that includes Boston University, Brandeis University, and Tufts University. Eligible students are allowed to take courses at any of these institutions if the same courses are not offered at Boston College at any time during the academic year. Cross registration materials are available from the Office of Student Services. Graduate and professional students should consult their school or department for specific policies regarding cross-registration in this consortium.

Graduate Consortium in Women's Studies

Eligible graduate and professional students enrolled in degree programs during the academic year may apply to participate in the Graduate Consortium in Women's Studies, an inter-institutional enterprise established to advance the field of women's studies and enlarge the scope of graduate education through new models of team teaching and interdisciplinary study. Faculty and students are drawn from nine member schools: Boston College, Boston University, Brandeis University, Harvard University, MIT, Northeastern, Simmons, Tufts, and UMass Boston. Graduate and professional students should consult their school or department for specific policies regarding cross-registration in this consortium. Eligible students need to obtain permission from their department or school. Registration forms will be mailed from the Consortium to accepted students.

Enrollment Status

Full-Time Enrollment Status

Graduate and professional students should consult their school or department for specific policies regarding full-time enrollment status.

Final Examinations

For graduate level courses that have final examinations, professors may use the University's final examination schedule, which is public and set before classes begin, or they may set the day and time of their final examination in the syllabus or document prepared explicitly for the academic experience. All students are responsible for knowing when their final examinations will take place and for taking examinations at the scheduled time. Students who miss a final examination are not entitled, as a matter of right, to a makeup examination except for serious illness and/or family emergency. Students who are not able to take a final examination during its scheduled time should

contact the person designated by the department or school, preferably prior to the examination date, to inform them of their situation and to make alternative arrangements if granted permission to do so.

Foreign Language Requirement

Graduate and professional students should consult their school or department for specific policies regarding foreign language requirements.

Grading

In each graduate course, in which a graduate or professional student is registered for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W, J, U, P, or I. The high passing grade of A is awarded for superior work. The passing grade of B is awarded for work that clearly is satisfactory at the graduate level. The low passing grade of C is awarded for work that is minimally acceptable at the graduate level. The failing grade of F is awarded for work that is unsatisfactory.

A pass/fail option is available for a limited number of courses. A U grade is recorded for ungraded courses such as doctoral continuation.

Please refer to your school's regulation for additional information on grading.

Grading Scale

In computing averages, the following numerical equivalents are used. The entire grading scale is not used by all schools.

- A 4.00
- A- 3.67
- B+ 3.33
- B 3.00
- B- 2.67
- C+ 2.33
- C 2.00
- C- 1.67
- D+ 1.33
- D 1.00
- D- .67
- F .00
- P No effect on GPA
- U No effect on GPA

Grade Changes

Grade changes should be made only for exceptional reasons. The grades submitted by faculty at the end of each semester are considered final unless the faculty member has granted the student an Incomplete. Incompletes may be granted to provide a student time to finish his or her course work after the date set for the course examination or in the course syllabus. Incompletes should only be granted for serious reasons, e.g., illness, and only when the student has been able to complete most of the course work but is missing a specific assignment, e.g., a final paper, an examination, etc. Incompletes are not to be granted to allow the student to complete a major portion of the course work after the end of the semester.

All I grades will automatically be changed to F on March 1 for the fall, August 1 for the spring, and October 1 for the summer except for students in the Graduate School of Social Work and the Law School.

Graduate and professional students should consult their school or department for more information on grade changes.

Pass/Fail Electives

Graduate and professional students should consult their school or department for specific policies regarding pass/fail electives.

Good Standing

Grades, satisfactory performance in internships and practica, and timely completion of degree requirements determine a student's good standing in his or her program. Students should be informed in a timely manner if their good standing is in jeopardy and the conditions needed to maintain or establish good standing.

Graduate and professional students should consult their school or department for specific policies regarding academic good standing.

Graduation

The University awards degrees in May, August, and December of each year except to students in the Law School where degrees are conferred in May and December. Commencement ceremonies are held only in May. Students who have completed all requirements for the degree before a specific graduation date are eligible to receive the degree as of that date. A diploma will not be dated before all work is completed. Students who graduate in December or August may participate in commencement exercises the following May.

In order to ensure timely clearance, all students who plan to graduate should confirm their diploma names online through their Agora Portal at portal.bc.edu by the following dates:

- Last day of drop/add in January for May graduation
- May 1 for August graduation
- Last day of drop/add in September for December graduation

Leave of Absence

Voluntary Leave of Absence

Graduate students who do not register for course work, Thesis or Dissertation Direction, or Interim Study in any given semester must request a leave of absence for that semester. Leaves of absence are not usually granted for more than two semesters at a time, and are rarely granted for students on Doctoral Continuation. Students may apply for a personal or medical leave of absence. As described below, appropriate documentation is required for a medical leave of absence.

Students may obtain a personal or medical leave of absence form online at www.bc.edu/studentservices and submit it for their school's Associate Dean's approval.

Leave time for either a personal or medical leave of absence will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the Associate Dean.

Personal Leave of Absence

Students on an approved personal leave of absence should contact the Associate Dean's Office at least six weeks prior to the semester in which they expect to re-enroll. The appropriate Associate Dean will make the decision on the readmission request.

Medical Leave of Absence

If a student is unable to complete the coursework or other course of study for a semester due to medical reasons, the student may request a medical leave of absence. Medical leave, whether requested for mental health or physical health reasons, must be supported by appropriate documentation from a licensed care provider. The student must submit this documentation to Counseling Services or Health Services as applicable, who will review it in confidence and make a

recommendation to the student's Associate Dean, who must approve the leave. The University reserves the right to impose conditions on readmission from a medical leave, which may include the submission of documentation from the student's health care provider, the student's consent for the provider to discuss the student's condition with University clinicians, and/or an independent evaluation of the student's condition by University clinicians. Students seeking to return from leave are encouraged to contact the Associate Dean as soon as possible prior to seeking readmission, but in no event later than eight (8) weeks prior to the desired admission date. Students seeking to return to a practicum, clinical, or field education placement must contact the Associate Dean expressing the intent to seek readmission at least a full semester before the desired return.

At the time of requesting a medical leave, please consult the academic dean with regard to school policy concerning funding upon return.

Students on Boston College's medical insurance policy may be eligible to continue their health insurance the semester in which they take a medical leave of absence and the following semester. Please consult with the Office of Student Services to learn more about this policy, or visit www.bc.edu/medinsurance. Students granted a medical leave because of a severe medical situation may be entitled to a semester's tuition credit to be provided upon readmission.

Involuntary Leave of Absence

Students may be separated from the University for academic reasons (please refer to specific school or department policies for more information) or for reasons of health, safety, or when a student's continuance at Boston College poses significant risk to the student or others. For additional information, visit www.bc.edu/publications/studentguide/judicial.html.

Readmission

Graduate and professional students seeking readmission to the University should consult with the policies and procedures specified by their department or school. The decision to re-admit a student will be based on a consideration of the best interests of both the student and the University.

Summer Courses

In graduate programs, summer courses may be an integral part of the curriculum. Graduate and professional students should consult with their schools or departments for specific policies regarding summer courses.

Time-to-Degree

Graduate and professional students should consult their school or department for specific policies regarding time-to-degree.

Transcripts

All current graduate and professional students submit requests for academic transcripts through their Agora Portal at portal.bc.edu. Requests for academic transcripts may also be submitted in writing to the following address: Transcript Requests, Office of Student Services, Lyons Hall, Boston College, Chestnut Hill, MA 02467, or faxed to 617-552-4975.

Requests are usually processed within 48 to 72 hours of receipt. For more information, visit www.bc.edu/transcripts.

Transcript/Diploma Holds

The University will not issue diplomas or release transcripts for any graduate or professional student with an outstanding financial obligation to the University, which includes failure to complete a mandatory loan exit interview.

Transfer of Credit

Graduate and professional students should consult their school or department for specific policies regarding transfer of credit.

University Communication Policies and Student Responsibilities

Official communications of the University with its currently enrolled graduate and professional students, including notices of academic and administrative matters and communications from faculty and administrative staff may be sent via postal service, campus mail, or email. To assure that these communications arrive in a timely manner, all enrolled students have the following responsibilities:

Postal service and Campus mail: For purposes of written communication, the student's local and permanent addresses on record at the Office of Student Services will be regarded as the student's official local and permanent residences. All students have a responsibility to provide both local and permanent mailing addresses and to enter corrections through their Agora Portal at portal.bc.edu if the addresses are not accurate in University records. Students should review their address record for accuracy at the beginning of each semester and again soon after submitting any corrections.

Email: The University recognizes and uses electronic mail as an appropriate medium for official communication. The University provides all enrolled students with email accounts as well as access to email services from computer stations at various locations on campus. All students are expected to access their email accounts regularly, to check for official University communications, and to respond as necessary to such communications.

Students may forward their email messages from their University email accounts to non-university email systems. In such cases, students shall be solely responsible for all consequences arising from such forwarding arrangements, including any failure by the non-university system to deliver or retain official University communications. Students should send test messages to and from their University email account on a regular basis, to confirm that their email service is functioning reliably.

All student responses to official email communications from the University must contain the student's University email address in the "From:" and "Reply To:" lines and should originate from the student's University email account, to assure that the response can be recognized as a message from a member of the University community.

Withdrawal from a Course

Graduate and professional students who withdraw from a course after the drop/add period will have a "W" recorded in the grade column of their academic record. To withdraw from a course all students must go to the Forms page of the Office of Student Services website, print the withdrawal form, and then go to the Office of the Associate Dean for their school. Students will not be permitted to withdraw from courses after the published deadline. Students who are still registered at this point will receive a final grade for the semester.

Withdrawal from Boston College

Graduate and professional students who wish to withdraw from Boston College in good standing are required to file a Withdrawal Form in the Associate Dean's Office. In the case of students who are dismissed for academic or disciplinary reasons, the Associate Dean will process the withdrawal.

UNIVERSITY AWARDS AND HONORS

Please refer to your school or department website for information about awards and honors.

GRADUATE SCHOOL OF ARTS AND SCIENCES

The Graduate School of Arts and Sciences offers programs of study leading to the degrees of Doctor of Philosophy (Ph.D.), Master of Arts (M.A.), and Master of Science (M.S.). In addition, the Graduate School also may admit as Special Students those students not seeking a degree who are interested in pursuing course work for personal enrichment.

The Graduate School of Arts and Sciences also offers several dual degree options. The Master of Arts in Teaching (M.A.T.) and Master of Science in Teaching (M.S.T.) are offered in cooperation with the Lynch School of Education Graduate Programs. The Master of Arts/Master of Business Administration (M.A./M.B.A.), and the Doctor of Philosophy/Master of Business Administration (Ph.D./M.B.A.) are offered in cooperation with the Carroll Graduate School of Management. The Graduate School also offers, through select departments, a Fifth Year Master of Arts (M.A.) and Master of Science (M.S.) program for high-achieving BC undergraduates wishing to pursue an accelerated graduate program.

General Information

The Graduate School of Arts and Sciences Admissions Office, McGuinn Hall 531, is open from 9:00 a.m. to 5:00 p.m., Monday through Friday, to assist prospective students with general admissions inquiries. Application materials may be obtained either from the department in which students hope to study or from the Graduate Admissions Office.

The *Schedule of Courses* is published by the Office of Student Services prior to each semester's registration period. The International Student Office, the Office of the Dean for Student Development, and the Graduate Student Association provide non-academic services for students.

Master's Degree Programs

Requirements for the Degrees of Master of Arts and Master of Science

Acceptance

Candidates for the Master's degree must be graduates of an accredited college and normally must have at least 18 semester hours of upper division work in the proposed area of study. In case of deficiencies, prerequisites may be earned in the graduate school by achieving a minimum grade of B in courses approved for this purpose. Where there is some doubt about a scholastic record, acceptance may be conditional. The candidate will then be evaluated by the department and recommended to the Dean for approval after completing the first semester of course work or after earning a minimum of six credits.

Course Credits

The number of graduate credits required for the degree varies by department. No more than six graduate credits will be accepted in transfer toward fulfillment of course requirements, as described more fully under "Transfer of Credit" under Academic Regulations.

Fifth Year B.A./M.A. and B.S./M.S.

In cooperation with the College of Arts and Sciences, the Graduate School of Arts and Sciences offers five year B.A./M.A. and B.S./M.S. programs in some disciplines. Students who begin the

two-year M.A. program cannot switch to the B.A./M.A. program. See the Undergraduate College of Arts and Sciences for further information.

Doctoral Degree Programs

Requirements for the Degree of Doctor of Philosophy

The Ph.D. degree is granted only for distinction attained in a special field of concentration and the demonstrated ability to modify or enlarge upon a significant subject in a dissertation based upon original research meeting high standards of scholarship.

Requirements for the doctoral degree are specific to departments and may be found under departmental listings. Detailed statements of requirements and procedures should be requested directly from the department in which the student has an interest.

Residence

The residency requirement is that students must be in residence for at least two consecutive semesters of a given academic year, during which the student is registered as a full-time student in the University. A plan of studies that meets this requirement must be arranged by the student with the department. Registration in two courses per semester is considered as fulfilling the residency requirement for students holding full-year fellowships and assistantships. The residence requirement may not be satisfied, in whole or in part, by summer session attendance.

Interdisciplinary Doctoral Program

Where departmental doctoral programs are unable to satisfy the interests of the student, an interdisciplinary doctoral program remains a possibility. However, students must first be admitted to a departmental program. A student interested in exploring such a possibility should first make an inquiry to the Graduate School Office.

Traveling Scholar's Program

The Inter-Institutional Academic Collaborative (IAC) Traveling Scholar Program enables doctoral-level students at participating Atlantic Coast Conference (ACC) universities to take advantage of distinctive educational opportunities—specialized courses, unique library collections, unusual laboratories—at any other participating ACC university without change in registration or increase in tuition. Visits may be as short as two weeks or as long as two semesters (or three quarters). Any regularly admitted graduate student in good standing in a doctoral degree program is eligible to apply. A limited number of partial relocation stipends are available upon application. It is not necessary, however, to win a stipend in order to participate in the program.

Special Students (Non-Degree)

Non-degree seeking students who are interested in pursuing course work at the graduate level, may apply for admission as special students. Many individuals enter departments of the Graduate School as special students—either to explore the seriousness of their interest in studying for an advanced degree or to strengthen their credentials for possible later application for degree study. Others are simply interested in taking graduate course work for interest's sake or for other purposes. Admission as a special student does not guarantee subsequent admission for degree candidacy. Individuals who are admitted as special students and who subsequently wish to apply for admission as degree candidates must file additional application documents and be accepted for degree study. The number of credits one has earned as a

special student that may be applied toward the requirements of a degree is determined by the appropriate department in concert with Graduate School regulations.

Those admitted as special students may take courses only in the department that has recommended their admission. Permission to continue to take courses as a special student beyond the semester for which admission was originally gained must be obtained from the admitting department's Graduate Program Director.

Admission

Eligibility and Application Information

The Boston College Graduate School of Arts and Sciences is an academic community whose doors are open to all students without regard to race, ethnic or national origin, religion, color, age, gender, marital or parental status, veteran status, disabilities, or sexual orientation. Opportunities and experiences are offered to all students on an equal basis and in such a way as to recognize and appreciate their individual and cultural differences.

Applicants for admission to the Graduate School must possess at least a bachelor's degree from an accredited institution and give evidence of the ability and preparation necessary for the satisfactory pursuit of graduate studies. This evidence consists primarily, but not exclusively, in the distribution of undergraduate courses and the grades received in them. Consult the appropriate departmental descriptions for additional specific requirements.

Individuals lacking a bachelor's degree generally are not admitted to Graduate School classes. In order to attend graduate classes, persons lacking the bachelor's degree should apply for authorization either through the Dean of the Woods College of Advancing Studies or, in the case of Boston College undergraduates, through their appropriate dean and with the approval of the chairperson of the given department. Such students will receive only undergraduate credit for the course taken in the Graduate School, and the course credit will be entered only on their undergraduate record. For regulations governing the simultaneous master's/bachelor's degree, students should consult his or her own department.

The Graduate School accepts two classes of applicants—degree students (degree-seeking) and special students (non-degree-seeking).

A completed application to the Graduate School includes forms that provide biographical information and official transcripts. All of these documents will be found in the *Graduate School of Arts and Sciences Application*, along with complete instructions for their submission. For possible additional required credentials, e.g., GRE scores, statement of purpose, writing sample, references, etc., consult the requirements of the department to which admission is being sought. *All application materials should be sent to the Graduate Admissions Office, McGuinn Hall 531.*

Applicants for special student status are only required to submit an application form, statement of purpose, and official transcripts. *All application materials should be sent to the Graduate School Admissions Office, McGuinn Hall 531.*

Degree and special students are not admitted officially until the completed application form with a positive department recommendation has been approved by the Associate Dean of Admissions and Administration. Admission should not be presumed without receipt of official notification from the Associate Dean.

Degree-seeking applicants should consult the department of specialization regarding the specific requirements for the various departmental master's and doctoral programs.

For the necessary application forms and information, students may either address their requests to the department of interest or to the Graduate Admissions Office, McGuinn Hall 531.

Information on the GRE and TOEFL tests may be obtained from the Educational Testing Service, Box 955, Princeton, New Jersey 08540 or at www.gre.org.

All documents submitted by applicants for admission become the property of the Graduate School and are not returnable.

Acceptance

Announcements of acceptance or rejection are usually mailed no later than April 15 for September admissions, but may vary by department. Decisions are made on the basis of departmental recommendations and the fulfillment of prerequisites. No student should presume admission until he or she has been notified officially of acceptance by the Associate Dean.

Financial Aid

Academic Awards

Stipends and scholarships are available to aid promising students in the pursuit of their studies, including:

- Graduate Assistantships
- Research Assistantships
- Teaching Assistantships
- Teaching Fellowships
- Tuition Scholarships
- University Fellowships

Individuals whose applications are complete will routinely be considered for financial aid by the department in which they hope to study. No separate application is necessary. The scholastic requirements for obtaining these stipend awards or scholarship awards are necessarily more exacting than those for simply securing admission to the Graduate School.

- Graduate students may not receive University financial aid (stipend and/or tuition scholarships) from two schools or departments simultaneously.
- Graduate students who hold fellowships or assistantships may not be employed full-time without Dean's approval.

Fellowships

University Fellowships

University Fellowships are available in some departments offering the Ph.D. degree. These awards, which provide a stipend, and may include up to a full tuition scholarship, do not require specific services.

Diversity Fellowships

Diversity Fellowships are awarded to promote the educational benefits of diversity in the Graduate School of Arts and Sciences, the Lynch School of Education, Graduate Programs, and the Graduate School of Social Work. Diversity Fellowships are available on a competitive basis to students whose academic and life experiences (including such aspects as economic background, race, and ethnicity among others) in the opinion of the relevant Admissions Committee will best contribute to the diversity of the student community.

Teaching Fellowships

The Graduate School has available a limited number of Teaching Fellowships. These provide for a stipend that varies among departments. The Teaching Fellow, in addition to his or her program of studies, is usually responsible for six hours of teaching in the undergraduate colleges.

Assistantships

Graduate Assistantships and Teaching Assistantships

Teaching and other assistantships are assigned by departments. Assignments, including the nature and number of hours, and stipends vary by department.

Research Assistantships

Research Assistantships are available in some departments. Research Assistantship duties and stipends vary by department. Summer research opportunities are available on some research projects. For further information, contact the chairperson of the department.

Tuition Scholarships

Tuition scholarships are awarded to a limited number of students based on academic achievement and promise.

Procedures for Financial Aid Recipients

At the opening of each school year, or at whatever other time financial aid may be awarded, recipients of fellowships and assistantships must report to the Graduate Admissions Office to fill out personnel and tax information forms.

An aid recipient who relinquishes a fellowship, assistantship, or a tuition scholarship must report this matter in writing to the department chairperson and to the dean. These awards may be discontinued at any time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.

Other Sources of Financial Aid

Students interested in other sources of financial aid, such as work-study funds and various loan programs, should inquire in the Office of Student Services where all such aid is administered. Refer to the earlier section on financial aid in this catalog.

Biology

Faculty

Joseph Orlando, *Associate Professor Emeritus*; B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California, Berkeley

Anthony T. Annunziato, *Professor*; B.S., Boston College; M.S., Ph.D., University of Massachusetts, Amherst

David Burgess, *Professor*; B.S., M.S., California State Polytechnic University; Ph.D., University of California, Davis

Thomas Chiles, *Professor*; Chairperson of the Department; B.S., Ph.D., University of Florida

Peter Clote, *Professor*; B.S., Massachusetts Institute of Technology; M.A., Ph.D., Duke University

Charles S. Hoffman, *Professor*; S.B., Massachusetts Institute of Technology; Ph.D., Tufts University

Daniel Kirschner, *Professor*; B.A., Western Reserve University; Ph.D., Harvard University

Marc A.T. Muskavitch, *Professor*; B.S., University of Wisconsin, Madison; Ph.D., Stanford University

Thomas N. Seyfried, *Professor*; B.A., St. Francis College; M.S., Illinois State University; Ph.D., University of Illinois

Kenneth C. Williams, *Professor*; B.A., Northland College; M.A., University of Hartford; Ph.D., McGill University

Mary Kathleen Dunn, *Associate Professor*; B.A., University of Kansas; M.S., Michigan State University; Ph.D., University of North Carolina at Chapel Hill

Marc-Jan Gubbels, *Associate Professor*; B.Sc., M.Sc., Wageningen Agricultural University; Ph.D., Utrecht University

Laura Hake, *Associate Professor*; B.A., University of Tennessee; Ph.D., Tufts University

Junona F. Moroianu, *Associate Professor*; B.S., Ion Creanga University; M.S., University of Bucharest; Ph.D., Rockefeller University

Clare O'Connor, *Associate Professor*; B.S., Ph.D., Purdue University

William H. Petri, *Associate Professor*; A.B., Ph.D., University of California, Berkeley

Joseph Burdo, *Adjunct Assistant Professor*; B.S., Western Michigan University; Ph.D., Penn State College of Medicine

Hugh P. Cam, *Assistant Professor*; B.S., University of Texas, Austin; Ph.D., Harvard University

Jeffrey Chuang, *Assistant Professor*; B.A., Harvard University; Ph.D., Massachusetts Institute of Technology

Gabor T. Marth, *Associate Professor*; B.S., M.S., Technical University of Budapest; D.Sc., Washington University, St. Louis

Michelle M. Meyer, *Assistant Professor*; B.S., Rice University; Ph.D., California Institute of Technology

Serena Moseman-Valtierra, *Adjunct Assistant Professor*; B.S., University of California, San Diego; M.S., Scripps Institute of Oceanography; Ph.D., University of California, San Diego (Scripps Institute of Oceanography)

Robert J. Wolff, *Adjunct Associate Professor*; B.A., Lafayette College; Ph.D., Tufts University

Contacts

- Graduate Program Director: Charles Hoffman, hoffmacs@bc.edu
- Director, Administration, Biology Department: Guillermo Nuñez, guillermo.nunez.1@bc.edu
- Department and Graduate Program Administrator: Peter Marino, marinope@bc.edu
- Director of Laboratories: Michael Piatelli, piatelli@bc.edu
- Assistant Director of Laboratories: Meghan Rice, ricemg@bc.edu
- Technology Coordinator: Andrew Pope, tc.bio@bc.edu
- Administrative Assistant: Diane Butera, buterada@bc.edu
- Office Coordinator: Collette McLaughlin, kelleysc@bc.edu
- 617-552-3540
- www.bc.edu/biology

Graduate Program Description

The Biology Department offers courses leading to the degree of Doctor of Philosophy as well as a joint B.S./M.S. degree. The Master of Science in Teaching (M.S.T.) degree is administered through the Lynch School of Education in cooperation with the Biology Department.

Those seeking admission to the graduate program should have a bachelor's degree and undergraduate coursework in calculus, physics, biochemistry, biology and chemistry, including organic chemistry. Deficiencies in preparation as noted by the Admissions Committee may be made up in the graduate school.

The Ph.D. program does not require a specific number of graduate credits. The minimum curriculum for Ph.D. students consists of five core courses in genetics, biochemistry, molecular biology, cell biology, and bioinformatics (BI 611, BI 612, BI 614, BI 615, BI 616); four additional graduate level (500 or higher) biology courses; two of which must be graduate seminars (800 or higher). Students may petition the graduate program committee to substitute courses when appropriate for their course of study. Ph.D. students are required to do three 10-week research rotations in their first year in the program. In addition, to advance to candidacy for the doctoral degree, students must pass a comprehensive examination and defend a research proposal during their second year.

Both Ph.D. and B.S./M.S. students are required to attend departmental colloquia (usually Tuesday afternoons). The degree requires the presentation and oral defense of a thesis based on original research conducted under the guidance of a Biology Department faculty member. Ph.D. students are also expected to participate in teaching undergraduate courses during their course of studies for at least one semester.

For the M.S.T. degree, course requirements vary depending upon the candidate's prior teaching experience; however, all master's programs leading to certification in secondary education include practical experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.S.T., please refer to the Lynch School of Education section, Master's Programs in Secondary Teaching, or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Undergraduate and Graduate Course Offerings

BI 503 Current Topics in Cancer Research (Fall/Spring: 3)

Prerequisite: One of the following: BI 304, BI 414, or BI 440. A course in biochemistry is strongly recommended.

This seminar course will review evidence showing that impaired cellular energy metabolism is the defining characteristic of nearly all cancers regardless of cellular or tissue origin. In contrast to normal cells, which derive most of their usable energy from oxidative phosphorylation, nearly all cancer cells become dependent on non-oxidative substrate level phosphorylations to meet energy demands. Evidence will be discussed supporting a general hypothesis that all hallmarks of cancer including genomic instability and metastasis can be linked to impaired mitochondrial function. A view of cancer as a metabolic disease will impact approaches to cancer management and prevention.

Thomas N. Seyfried

BI 506 Recombinant DNA Technology (Spring: 3)

Prerequisites: BI 200 and one of the following: BI 305, BI 414, or BI 440

This course will describe the theory and practice of recombinant DNA technology and its application within molecular biology research. Topics will include the cloning of genes from various organisms, plasmid construction, transcriptional and translational gene

fusions, nucleic acid probes, site-directed mutagenesis, polymerase chain reaction, and transgenic animals. The goal of the course is to make the research-oriented student aware of the wealth of experimental approaches available through this technology.

Charles S. Hoffman

BI 509 Vertebrate Cell Biology (Fall: 3)

Prerequisites: BI 200 and one of the following: BI 304, BI 414, or BI 440. BI 432 and/or a course in biochemistry is strongly recommended.

This is an advanced cell biology course focusing on the differentiation of vertebrate cell types from each of the three germ layers and their morphogenesis into multicellular arrangements, such as tissues and organs. The factors and environmental signals that influence these processes will be examined together with structure/function relationships of the cells within the organ systems. Topics will include stem cells, several types of epithelial cells, cells of the circulatory and nervous system as well as cell types that comprise connective tissue, including adipose, bone and muscle.

Debra Mullikin-Kilpatrick

BI 513 Environmental Disruptors of Development (Fall: 3)

Prerequisites: BI 200, BI 202, BI 304, BI 305, and BI 432

More than 100,000 chemicals are manufactured and may end up as environmental pollutants. Some have toxic effects at high concentrations and protection plans are already in place. However, embryonic, fetal or neonatal exposure to low "safe" levels of numerous pollutants can (1) induce subtle changes in developmental programs regulated by steroid hormones; (2) increase the reproductive, immune, metabolic or cognitive disorders and (3) increase the risk of adult-onset disorders (breast cancer, prostate cancer, diabetes, reduced fertility). This course will examine experiments regarding Environmental Endocrine Disruptors and consider how this work is important in the development of regulatory policy.

Laura Hake

BI 527 Neurobiology of Disease (Spring: 3)

Prerequisite: BI 481

This course will delve into the effects of neurological and neurodegenerative diseases such as Alzheimer's disease, Parkinson's disease and Multiple Sclerosis, on human behavior, CNS physiology and anatomy. The course will draw on current primary and review literature for background readings, as well as Web conferencing to connect personally with the authors who have performed and published the cutting edge research. This will allow the students a deeper understanding of the particular disease, as well as the process of scientific research and current laboratory techniques available to study the molecular and cellular underpinnings of these diseases.

Joseph Burdo

BI 528 Biotechnology Research Topics (Fall: 3)

Prerequisites: BI 204 (or BI 310-311) and one of the following: BI 304, BI 414, or BI 440

Biotechnology and pharmaceutical companies have rich and diverse research programs that are used to develop novel therapeutics, diagnostics and technologies. We will use both scientific literature and other web-based materials, as well as the principles of cell biology, molecular biology and biochemistry, to explore and understand the applications of these research programs and technologies.

Mary Kathleen Dunn

BI 533 Virus Infections and Cellular Transport (Fall: 3)

Prerequisite: BI 304 or BI 414 or permission of the instructor

This advanced biology course is focused on the intracellular traffic of macromolecules to different organelles inside the cell, the transport signals, the receptors and pathways. In addition, during the course we will analyze how different major human viruses (including HIV, human papillomaviruses, adenoviruses, hepatitis B virus, herpes simplex virus, vesicular stomatitis virus) exploit the intracellular transport pathways of host cells during their viral infections and the transformation processes leading to different types of cancer. Students will be exposed to both lectures and analysis and discussion of recent research papers.

Junona F. Moroianu

BI 561 Molecular Evolution (Fall: 3)

Prerequisites: BI 420 and MT 100 or permission of instructor

The amount of available genomic sequence data has increased exponentially in the last decade, revolutionizing our ability to study evolution at the DNA level. This course will provide an introduction to the molecular evolution of genes and genomes, as well as related topics in population genetics. Topics will include genetic variation within and between species, methods for reconstructing the evolutionary history of sequences, and molecular signatures of natural selection. These will be explored through both computational and mathematical methods.

Jeffrey Chuang

Graduate Course Offerings

BI 611 Advanced Genetics (Fall: 2)

This course is designed for graduate students who have successfully completed an undergraduate genetics course. Topics cover the fundamental principles of genetics, and the methods and technology of genetic research applied to the study of a variety of model systems.

Hugh P. Cam

BI 614 Graduate Molecular Biology (Fall: 2)

This course concentrates on gene expression, chromatin dynamics, and cell-cycle control in eukaryotic cells. Topics include transcriptional and posttranscriptional regulatory mechanisms, DNA replication and methylation, RNA interference, microarray analysis, and the generation and use of transgenic organisms. The course is designed for graduate students who have successfully completed undergraduate biochemistry and molecular-cell biology courses.

Anthony T. Annunziato

BI 615 Advanced Cell Biology (Spring: 2)

This course is designed for graduate students who have successfully completed an undergraduate course in cell biology. Topics include the principles of cellular organization and function, regulation of the cell cycle and cancer, interactions between cells and cellular signaling pathways.

Junona F. Moroianu

BI 616 Graduate Bioinformatics (Fall: 2)

Gabor T. Marth

BI 888 Interim Study (Fall/Spring: 0)

Required for Master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for Master's students (only) who have taken up to six credits of Thesis Seminar, but have not yet finished writing their thesis.

The Department

BI 998 Doctoral Comprehensive (Fall/Spring: 1)

Required for Doctoral students who have completed all course requirements, but are preparing for comprehensive examinations.

The Department

BI 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and to pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Chemistry

Faculty

Joseph Bornstein, *Professor Emeritus*; B.S., Boston College; Ph.D., Massachusetts Institute of Technology

Michael J. Clarke, *Professor*; A.B., Catholic University; M.S., Ph.D., Stanford University

Paul Davidovits, *Professor*; B.S., M.S., Ph.D., Columbia University

Amir H. Hoveyda, *Joseph T. and Patricia Vanderslice Millennium Professor*; Chairperson of the Department; B.A., Columbia University; Ph.D., Harvard University

Evan R. Kantrowitz, *Professor*; A.B., Boston University; A.M., Ph.D., Harvard University

T. Ross Kelly, *Thomas A. and Margaret Vanderslice Professor*; B.S., Holy Cross College; Ph.D., University of California at Berkeley

David L. McFadden, *Professor*; A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

Larry W. McLaughlin, *Professor*; B.Sc., University of California at Riverside; Ph.D., University of Alberta

Udayan Mohanty, *Professor*; B.Sc., Cornell University; Ph.D., Brown University

James P. Morken, *Professor*; B.S., University of California at Santa Barbara; Ph.D., Boston College

Mary F. Roberts, *Professor*; A.B., Bryn Mawr College; Ph.D., Stanford University

Dennis J. Sardella, *Professor*; B.S., Boston College; Ph.D., Illinois Institute of Technology

Lawrence T. Scott, *Louise and James Vanderslice Professor*; A.B., Princeton University; Ph.D., Harvard University

Marc L. Snapper, *Professor*; B.S., Union College; Ph.D., Stanford University

William H. Armstrong, *Associate Professor*; B.S., Bucknell University; Ph.D., Stanford University

Jianmin Gao, *Assistant Professor*; B.S., University of Science and Technology of China; Ph.D., Stanford University

Jason S. Kingsbury, *Assistant Professor*; B.S. Hamilton College; Ph.D., Boston College

Kian Tan, *Assistant Professor*; B.S., University of Virginia; Ph.D., University of California at Berkeley

Chia-Kuang (Frank) Tsung, *Assistant Professor*; B.S., National Sun Yat-sen University; Ph. D., University of California at Santa Barbara
Dunwei Wang, *Assistant Professor*; B.S., University of Science and Technology of China; Ph.D., Stanford University

Eranthie Weerapana, *Assistant Professor*; B.S., Yale University; Ph.D., Massachusetts Institute of Technology

Kenneth Metz, *Adjunct Associate Professor*; B.S., Emporia State University; Ph.D., University of Arkansas

Lynne O' Connell, *Adjunct Associate Professor*; B.S., McGill University; Ph.D., Massachusetts Institute of Technology

Contacts

- Graduate Programs Information: Dale Mahoney, mahonedf@bc.edu, 617-552-1735
- Department Reception: Terri Wallace, wallactb@bc.edu, 617-552-3605
- www.bc.edu/chemistry

Graduate Program Description

The Department of Chemistry offers programs leading to: (1) the Doctor of Philosophy (Ph.D.) degree in organic chemistry, chemical biology, physical chemistry, and inorganic chemistry and to (2) the Master of Science in Teaching (M.S.T.) degree in education. The latter is in conjunction with the Lynch School of Education.

Ph.D. Degree Requirements

There is no total credit requirement for the Ph.D. degree. All entering graduate students are required to take the core graduate courses that are designed to provide a reasonable and broad level of proficiency in the various chemistry disciplines, in addition to at least two advanced courses in the student's chosen focus of research. Core courses may include Mechanistic Organic Chemistry, CH 537; Principles of Chemical Biology, CH 560; and Physical Chemistry: Principles and Applications, CH 676. Every student is expected to attain a GPA of at least 3.0 at the end of his or her second semester in the Graduate School and to maintain it thereafter. If this standard is not met, the student may be required to withdraw from the graduate program.

At the end of the second year, Ph.D. candidates must pass an oral exam that stresses material from their own research specialty and other related areas. Members of the student's thesis committee comprise the exam committee. Students who do not pass this exam will be asked to do one of the following: repeat the oral exam (for a final time), complete the requirements for a Master of Science (M.S.) degree, or withdraw from the program. Students choosing to complete the requirements for an M.S. degree must complete a minimum of 18 graduate credits of coursework and a thesis. Students typically accumulate 12 to 18 credits of coursework during the first year of study. The Comprehensive Examination for the M.S. degree is a private, oral defense of the student's research thesis.

Advanced course selection will depend on the student's research areas and are chosen in consultation with their research advisor. Students are encouraged to start taking cumulative examinations in their first year, but must start taking them in the beginning of their second year. These exams test the students' development in their major field of interest and critical awareness and understanding of the current literature. Ph.D. candidates must pass eight cumulative exams in their area from 20 possible.

The M.S. and Ph.D. degrees require a thesis based upon original research, either experimental or theoretical. For the Ph.D. candidate, a thesis project involving a sustained research effort (typically requiring 4-6 years) will begin usually during the second semester of study. An oral defense of the dissertation before a faculty thesis committee completes the degree requirements. A public presentation of the thesis is also required.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his/her overall program of studies. Waivers of teaching requirements may be granted under special circumstances with the approval of the Director of Graduate Studies or Department Chairperson.

M.S.T. Degree

The Master of Science in Teaching degree program is administered through the Lynch School of Education in cooperation with the Department of Chemistry and requires admission to graduate programs in both the Lynch School of Education and the Department of Chemistry. Although course requirements may vary depending upon the candidate's prior teaching experience, all master's programs leading to certification in secondary education include practical experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.S.T. degree, please refer to the Lynch School of Education Graduate Programs section, Master's Programs in Secondary Teaching, or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Undergraduate and Graduate Course Offerings

CH 525 Small Molecule X-Ray Crystallography (Fall: 3)

Prerequisite: CH 222

Offered periodically

This course is open to advanced undergraduate and graduate students.

The objective of the course is to provide detailed theoretical and practical instructions on small molecule X-ray crystallography. Topics include geometry and structure of crystalline solids, internal and external symmetry properties as a consequence of atomic types and bonding possibilities: lattice types and space groups, x-ray diffraction, and optical techniques. Students will get practical experience on sample preparation, operation of the instrumentation, data acquisition, structure solution and refinement.

Bo Li

CH 531 Modern Methods in Organic Synthesis I (Fall: 3)

Survey and analysis of reactions employed in the synthesis of medicinally significant compounds. An in-depth understanding of the mechanistic details for each transformation will be emphasized. Topics will relate fundamental structural and electronic properties to issues of chemical reactivity. An emphasis will be placed on carbon-carbon bond and ring forming reactions.

James P. Morken

CH 537 Mechanistic Organic Chemistry (Fall: 3)

This course will explore factors influencing organic reaction mechanisms and methods for their determination. A partial list of the topics to be covered includes chemical bonding and consequences for structure and reactivity; steric, electronic and stereoelectronic

effects; conformational analysis; thermodynamic and kinetic principles; applications of molecular orbital theory; and reactive intermediates.

The Department

**CH 539 Principles and Applications of NMR Spectroscopy (Fall: 3)
Offered periodically**

This course will provide a detailed understanding of the principles and applications of NMR spectroscopy. The course is intended for chemistry and biochemistry students who will use NMR in their research. Four general aspects of NMR will be considered: theoretical, instrumental, experimental, and applied. Emphasis will be placed on understanding the theoretical concepts and experimental parameters necessary to acquire, process, and interpret NMR spectra. The course will include a practical component on departmental NMR spectrometers.

John Boylan

CH 544 Modern Methods in Organic Synthesis II (Spring: 3)

Prerequisite: CH 531

Survey and analysis of contemporary strategies employed in the synthesis of medicinally significant natural and unnatural products. Examine the creativity and logic of approaches toward medicinally important compounds. Topics will include novel strategies toward synthetic problems, landmark total syntheses, as well as, issues in the current chemical literature.

Marc L. Snapper

CH 561-562 Biochemistry I and II (Fall/Spring: 3)

Prerequisites: CH 231-232 or equivalent

Corequisites: CH 515-516

These courses are introductory-level courses in biochemistry. Topics in the first semester concentrate on protein structure and function, bioenergetics, kinetics and mechanisms of enzyme reactions, intermediary metabolism, control of metabolic pathways, and photosynthesis. Topics in the second semester concentrate on the structure of nucleic acids, recombinant DNA technology, mechanisms of gene rearrangements, DNA replication, RNA synthesis and splicing, protein synthesis, control of gene expression, membrane transport, and hormone action. Experimental methods will also be discussed as they relate to course topics.

Mary F. Roberts

Eranthie Weerapana

CH 566 Metallopharmaceuticals (Fall: 3)

Offered periodically

Discussion of the role of metals in biological systems, including behavior of metal ions in aqueous solution, metal-requiring enzymes, interaction of metal ions with nucleic acids, transport systems involving inorganic ions, and inorganic pharmaceuticals.

Michael J. Clarke

CH 581 Solid State Chemistry (Spring: 3)

Prerequisite: CH 222

Offered periodically

An introduction to solid state chemistry, a branch of chemistry that is concerned with the synthesis, structure, properties and applications of solid materials. We will cover concepts such as crystal

structures and defects, lattice energy, bonding in solids and solid electrolyte. Emerging directions in solid state chemistry including nanoscience will be discussed as well.

Dunwei Wang

CH 582 Advanced Topics/Biochemistry (Spring: 3)

Prerequisites: CH 561-562 or CH 461 or CH 560 or BI 435 and BI 440

Offered periodically

A selection of current and important topics in biochemistry will be examined. Students are expected to have a basic understanding of the concepts developed in CH 561-562. Areas of interest will include (1) the modification of enzymes and their use in understanding structure and mechanism, (2) the application of chemical tools to investigate biological function, and (3) drug activity and development as it relates to macromolecular structure.

The Department

CH 671 Physical Chemistry III (Fall: 3)

Prerequisite: CH 576

Offered periodically

As a continuation of Physical Chemistry I and II, this course will teach how to utilize the principles that have been learned in the previous two courses. For instance, spectroscopic techniques, which are of fundamental significance to modern chemistry, will be discussed, including how they are derived from the corresponding quantum mechanical principles. Other topics will include the properties of liquids and solids, the principles and applications of electrochemistry, and the concepts of surface chemistry. These latter topics play increasingly important roles in clean-energy research.

Dunwei Wang

CH 676 Physical Chemistry: Principles and Applications (Fall: 3)

New development and directions of physical chemistry will be discussed. We will focus on the emerging field of nanotechnology and talk about the novel synthesis, unique properties and promising applications of nanoscale materials, all within the context of broadly defined physical chemistry. Concepts such as nucleation and phase transitions will be embedded in specific examples and various advanced tools for material chemistry characterizations will be introduced toward the end of the class.

Chia-Kuang (Frank) Tsung

Graduate Course Offerings

CH 560 Principles of Chemical Biology (Fall: 3)

Prerequisites: CH 231-232 or equivalent

An introduction to the chemistry of biological macromolecules including proteins, nucleic acids and carbohydrates. Students will learn the structure and nomenclature of the monomer building blocks as well as the macromolecules. Chemical principles that define secondary and tertiary biomolecular structure as well as state-of-the-art chemical (or chemical-biological) synthetic procedures will be presented. Examples of specific types of binding interactions, catalysis or recognition processes as viewed from a chemical perspective will be discussed.

Eranthie Weerapana

CH 799-800 Readings and Research I and II (Fall/Spring: 3)**Lab fee required**

These courses are required of Ph.D. matriculants for each semester of research.

The Department

CH 801 Thesis Seminar (Fall/Spring: 3)**Lab fee required**

This course is designed for M.S. candidates and includes a research problem requiring a thorough literature search and an original investigation under the guidance of a faculty member.

The Department

CH 802 Thesis Direction (Fall/Spring: 3)

A non-credit course for those who have received six credits for Thesis Seminar, but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

The Department

CH 805-806 Departmental Seminar I and II (Fall/Spring: 1)

These are a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

The Department

CH 821-822 Inorganic Chemistry Seminar I and II (Fall/Spring: 3)

These are a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

The Department

CH 831-832 Organic Chemistry Seminar I and II (Fall/Spring: 3)

These are a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

The Department

CH 861-862 Biochemistry Seminar I and II (Fall/Spring: 3)

These are a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

The Department

CH 871-872 Physical Chemistry Seminar I and II (Fall/Spring: 3)

These are a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

The Department

CH 888 Interim Study (Fall: 0)

The Department

CH 998 Doctoral Cumulative Examinations (Fall/Spring: 1)

This course consists of a series of cumulative written examinations that test the student's development in his or her major field of interest (organic, inorganic, analytical, physical, biochemistry), and critical awareness and understanding of the current literature. Six of sixteen exams must be passed over a two-year period.

The Department

CH 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation

during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Classical Studies**Faculty**

Dia M.L. Philippides, *Professor*; B.A., Radcliffe College; M.A., Boston College; M.A., Ph.D., Princeton University

Charles F. Ahern, *Associate Professor*; Chairperson of the Department; B.A., Wesleyan University; M.Phil., Ph.D., Yale University

Kendra Eshleman, *Assistant Professor*; B.A., Swarthmore College; Ph.D., University of Michigan

Gail L. Hoffman, *Assistant Professor*; A.B., Yale University; M.A., Ph.D., University of Michigan

Daniel Harris-McCoy, *Assistant Visiting Professor*; B.A. Reed College; Ph.D., University of Pennsylvania

Contacts

- Secretary: Lillian Reisman, 617-552-3661, lillian.reisman@bc.edu
- <http://fmwww.bc.edu/CL>

Graduate Program Description

The department grants M.A. degrees in Latin, Greek, and in Latin and Greek together (Classics). The Master of Arts in Teaching (M.A.T.) degree in Latin and Classical Humanities is administered through the Lynch School of Education in cooperation with the Department of Classics.

Requirements for the M.A. Degree

Candidates must complete 30 credits of course work at the graduate level, of which six may, with departmental permission, consist of a thesis tutorial. In addition, candidates must complete a departmental reading list of Latin and/or Greek authors, must demonstrate the ability to read a modern foreign language (usually French or German), and must pass comprehensive examinations. The examinations will be written and oral. The written portion consisting of translation from the authors on the reading list and an essay on one of the passages translated. The oral consists of discussion with the faculty of a candidate's course work in the history of Latin and/or Greek literature and of a thesis (if offered in partial fulfillment of the requirements).

Requirements for the M.A.T. Degree

The M.A.T. degree in Latin and Classical Humanities requires admission to both the Lynch School of Education and to the Department of Classics. All master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test.

Requirements vary according to a candidate's preparation in both classics and education. The normal expectation in Classics is that a candidate will complete 15 credits of course work in Latin, will demonstrate the ability to read a modern foreign language (usually French or German), and will take written and oral examinations in Latin literature.

For further information on the M.A.T., contact the Department Chairperson and refer to the Master's Programs in Secondary Teaching in the Lynch School of Education section of the University Catalog, or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Incoming students can expect to find major Greek and Latin authors and genres taught on a regular basis. In Greek these include Homer, lyric poets, fifth-century dramatists (Aeschylus, Sophocles, Euripides, Aristophanes), the historians Herodotus and Thucydides, Plato, and fourth-century orators. In Latin they include Plautus and Terence, the late republican poets Catullus and Lucretius, Cicero, Augustan poetry (Virgil, Horace, Elegy, and Ovid), the historians Livy and Tacitus, and the novel.

Undergraduate and Graduate Course Offerings

CL 060-061 Elementary Modern Greek I and II (Fall/Spring: 3)
Offered biennially

These courses are introductions to the study of Demotic Greek. They will introduce the fundamentals of grammar and will focus on reading ability, oral comprehension, and oral expression. Class instruction is supplemented by required laboratory work.

Maria Kakavas

CL 063 Intensive Reading in Latin (Summer: 1)

The goal of this course is to build solid reading skills in the Latin language by providing an intensive and comprehensive introduction to the basics of Latin grammar and syntax. The course meets for twelve weeks and is divided into two sessions. The first session will begin to guide students through the fundamentals of the language using *Wheelock's Latin*. The second session will complete *Wheelock's Latin* and proceed to readings in the original from Caesar, Cicero, Catullus and others.

Maria Kakavas

CL 166 Modern Greek Drama in English (Spring: 3)

The Greeks' love of theater did not end with the classical age. The course presents a survey of highlights of Modern Greek drama centering mainly on the twentieth century, with plays such as, *Tragedy-Comedy* (N. Kazantzakis), *The Courtyard of Miracles* (I. Kambanellis), *The City* (L. Anagnostaki), *The Wedding Band* (D. Kehaides), and *The Match* (G. Maniotes). The discontinuity from the ancient Greek theater may be discussed and a reading performance may be planned. The course is offered entirely in English, but provision may be made for reading the plays in Greek.

Dia M.L. Philippides

CL 205 Greek History (Fall: 3)

Cross listed with HS 162

A study of the history of Greece from the Bronze Age in the second millennium BCE to the preeminence of Alexander of Macedon in the 4th century. The course will focus on such broad topics as the development of Greek social and political institutions, notions of justice, freedom, and Greek identity, relations among Greek city-states and with foreign nations, imperialism, the golden age of Greek literature, and the rise of Macedonian monarchy. Emphasis will be on the study of the ancient sources: literary, historiographic, archaeological and epigraphic.

Kendra Eshleman

CL 216 Art and Archaeology of Homer and Troy (Fall: 3)

Cross listed with FA 216

Homer's *Iliad* describes a "Trojan War." Until Schliemann's excavations of a fortified site in Turkey suggested a real Troy and further work in Greece revealed a brilliant Bronze Age civilization, most thought Homer's story pure fiction. This class investigates archaeological sites such as Troy and Mycenae, Bronze Age shipwrecks, a Late Bronze Age "Pompeii," and the artistic evidence for objects and practices described by Homer in order to separate historical truth from elements either invented by the poet or adopted from his own time and reinvented by Hollywood.

Gail L. Hoffman

CL 230 Classical Mythology (Fall: 3)

Cross listed with EN 220

This course will explore the world of Greek and Roman mythology focusing on what these civilizations' traditional stories tell us about the culture, politics, and psychology of their creators. Mythic texts such as Homer's *Odyssey*, Hesiod's *Theogony*, and Virgil's *Aeneid* will be read using the analytical tools created by ancient and modern theorists of myth (e.g., Euhemerus, Metrodorus, Malinowski, Freud, and Levi-Strauss). By the end of the semester, students will be familiar with many of the Great Books of the Western Canon and will also be able to apply a number of important and useful techniques of literary analysis.

Daniel Harris-McCoy

CL 242 Roman Religion (Spring: 3)

In this class we will explore the theory and practice of religion in the ancient Roman world, as reflected in ancient literary texts, as well as in epigraphic and archaeological evidence. Themes will include the nature of Roman worship, from state cult to magic and mysteries, the interplay between religion and politics, and the development of Christianity in its pagan context.

Kendra Eshleman

CL 254 The Culture of Athenian Democracy (Fall: 3)

Cross listed with HS 476

A political and cultural history of Athens during the creation and height of its democracy (circa 480-400 B.C.E.). The course will consider the Persian Wars and their effect on political and constitutional developments in Athens, the workings of the Athenian Democracy under Pericles and the eventual collapse following the Peloponnesian War. Readings in translation include Thucydides, Plutarch, Aristotle, Xenophon, Plato, and the Greek playwrights (Aeschylus, Sophocles, Euripides and Aristophanes). Emphasis will be on integrating historical, literary and archaeological evidence to provide as complete a picture as possible of this dynamic period of ancient history.

Gail L. Hoffman

CL 262 Roman Civilization (Spring: 3)

This course is a broad-scale inquiry into Roman historical experience, understanding Roman to include not only citizens of Rome, but the various peoples who came to live under Roman rule, and understanding historical experience to include art, literature, and religion as well as political development and social and economic life.

Charles F. Ahern

CL 275 Greece Viewed Through Her Films (Fall: 3)
Cross listed with FM 276

This course views Greece through the medium of films made chiefly by internationally-renowned Greek filmmakers. The films are studied as reflections of the Greek landscape and climate, history and politics, literature and culture. The course offers multiple angles on Greece (*Never on Sunday*, *Zorba the Greek*) and comparison with films of other countries—the reel leads from mythical antiquity (Iphigeneia) to the vibrant contemporary nation, in its international context on the Southeastern rim of Europe (*Ulysses' Gaze*, *Touch of Spice*). All the major films viewed are in English or have English subtitles.

Dia M.L. Philippides

CL 302 Greek Rhetoric (Fall: 3)

The class will explore the theory and practice of classical Greek rhetoric. From Homer onward, persuasive speech occupied a central place in Greek political and cultural life, and Greeks were the first western theorists of how and why verbal persuasion works. We will read works by early Greek orators Gorgias, Antiphon, and Lysias in Greek, along with ancient discussions of rhetorical composition and critiques of rhetoric in English. We will focus on the construction and contexts of Greek oratory, and on the social-historical issues illuminated by the speeches themselves.

Kendra Eshleman

CL 304 Euripides' *Medea* (Spring: 3)

This course will focus on reading the text in the original Greek, with attention to language and style, and an overview of recent scholarship on the play, its context, and themes.

Dia M.L. Philippides

CL 329 Ovid's *Metamorphoses* (Fall: 3)

This course is reading (in Latin) and discussion (in English) of selected stories from Ovid's long poem about bodily transformations in the world of ancient myth, taking into consideration the poem in both its literary and its historical contexts. What to make of a narrative of instability amidst the increasing rigidity of the late Augustan principate?

Charles F. Ahern

CL 336 Horace: *The Odes* (Spring: 3)

This course is open to undergraduate and graduate students. Graduate students can expect extra readings in background texts and in modern scholarship.

Close reading of selected *Odes* against the dual background of Greek and Hellenistic literature and of Roman culture in the early years of the Augustan principate.

Charles F. Ahern

CL 338 Cicero and Sallust: *Catiline* (Spring: 3)

Kendra Eshleman

CL 358 Petronius (Fall: 3)

This course will explore the dark and tawdry underbelly of Imperial Rome through the eyes of Petronius, author of the *Satyricon*. In addition to closely reading the *Satyricon's* Latin prose, we will examine its place in the canon of Greek and Roman literature and what it can tell us about Roman social history.

Daniel Harris-McCoy

Graduate Course Offerings

CL 790-791 Readings and Research I and II (Fall/Spring: 3)

The Department

CL 888 Interim Study (Fall/Spring: 0)

The Department

Earth and Environmental Sciences

Faculty

George D. Brown, Jr., *Professor Emeritus*; B.S., St. Joseph's College; M.S., University of Illinois at Urbana; Ph.D., Indiana University

James W. Skehan, S.J., *Professor Emeritus*; A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Harvard University; S.T.B., S.T.L., Weston College

John F. Devane, S.J., *Assistant Professor Emeritus*; A.B., M.A., Boston College; Ph.D., Fordham University

Emanuel Bombolakis, *Research Professor*; B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

John E. Ebel, *Professor*; A.B., Harvard University; Ph.D., California Institute of Technology

J. Christopher Hepburn, *Professor*; A.B., Colgate University; A.M., Ph.D., Harvard University

Rudolph Hon, *Associate Professor*; M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology

Alan L. Kafka, *Associate Professor*; B.A., New York University; M.S., Ph.D., State University of New York at Stony Brook

Gail C. Kineke, *Associate Professor*; Chairperson of the Department; B.A., Princeton University; M.A., Ph.D., University of Washington

Noah P. Snyder, *Associate Professor*; B.S., Bates College; Ph.D., Massachusetts Institute of Technology

Douglas A. Edmonds, *Assistant Professor*; B.S., Saint Louis University; M.Sc., Ph.D., Pennsylvania State University

Yvette Kuiper, *Assistant Professor*; M.S., Utrecht University; Ph.D., University of New Brunswick

Dominic Papineau, *Assistant Professor*; B.S., McGill University; Ph.D., University of Colorado

Contacts

- Administrative Secretary: Margaret McCarthy, 617-552-3641 or 3640, margaret.mccarthy.1@bc.edu
- Department Chair: Dr. Gail C. Kineke, gail.kineke@bc.edu
- Director of Graduate Studies: Dr. John E. Ebel, ebel@bc.edu
- www.bc.edu/schools/cas/geo

Graduate Program Description

Master of Science

The Department offers graduate courses and research programs leading to the M.S. degree in Geology or Geophysics. Students are encouraged to obtain broad backgrounds by taking courses in geology, geophysics, and environmental geosciences along with the other sciences and mathematics. Multidisciplinary preparation is particularly useful for students seeking future employment in industry.

The Department, with approximately 20 graduate students in residence, is housed in Devlin Hall and has additional research facilities at Weston Observatory. Students enjoy close working relationships with faculty while being able to undertake research using the most modern scientific equipment available. The program stresses a strong background in the earth sciences, as well as the ability to carry out research. It prepares students for successful careers as geoscientists

in the environmental and engineering industries, oil and gas exploration or government service, or for continued studies toward a Ph.D. A particularly beneficial aspect of the M.S. program is the opportunity for students to integrate studies in geology, geophysics, and environmental subjects.

Research in the Department covers a broad range of topics, including: coastal and estuarine processes, physical sedimentation, earthquake and exploration seismology, geomorphology, structural geology, igneous and metamorphic petrology and geochemistry, global change geochemistry, interpretative tectonics, groundwater hydrology, sedimentology, biogeochemistry, and environmental geology and geophysics.

The Department offers a number of Teaching and Research Assistantships.

Application

Applicants to the Master of Science degree program generally fall into one of the following categories: (1) students well-prepared in geology or geophysics with courses in mathematics, physics, chemistry, and/or biology who are interested in broadening their experience at the M.S. degree level before employment or doctoral studies elsewhere; (2) students well-prepared in mathematics or one of the natural sciences other than geology or geophysics and who wish to use the M.S. degree program to transfer into the earth sciences.

In addition to the normal application forms, applicants should submit transcripts, letters of recommendation, a personal statement of the strengths and weaknesses of their undergraduate education (including course and non-course experience), and their graduate study interests and current post-degree plans. Graduate Record Exam (general) scores are required. Applications may be made at any time, but, to be assured of consideration for September admission, they should be received by May 1. Applications from those applying for financial aid and assistantships for September should be completed by February 15. Later applications will be considered for financial aid if funding is available.

M.S. Degree Requirements

No fixed curriculum is prescribed for the M.S. degree. Instead, a course and research program that is consistent with the student's background and professional objectives are developed by the student and his or her faculty advisory committee. The graduate program assumes a basic undergraduate foundation in the geosciences. Students lacking such a background may be required to complete certain subjects at the undergraduate level before or during their graduate program. Master's candidates in either Geology or Geophysics must complete or have completed two-semester (or equivalent) courses in calculus, physics, and chemistry.

A minimum of ten courses (numbered 300 or above), approved by the student's faculty advisory committee, must be completed in addition to a research thesis for graduation. Graduate level multidisciplinary Earth Systems Seminars are offered annually by the Department on different topics. Beginning graduate students are required to take the Earth Systems Seminar. A maximum of two thesis courses (GE 801) are allowed for M.S. thesis credit. Normally, no more than one Reading and Research course (GE 798 or GE 799) may be applied toward the minimum course requirement. All students are required to maintain at least a 3.0 average in their graduate courses, as well as in all undergraduate courses (0-299) in the other sciences and

mathematics. Passing a comprehensive oral examination is required of each student. A research thesis approved by three faculty members is also required of all M.S. students.

Dual Degree Program (M.S.-M.B.A.)

In conjunction with the Carroll Graduate School of Management at Boston College, the Department of Earth and Environmental Sciences offers interested students the opportunity to participate in the combined M.S.-M.B.A. degree program. Completion of this program leads to the awarding of both degrees. This program is excellent preparation for careers in industrial or financial geoscience management, including areas such as the environmental and petroleum industries, natural hazard assessment, and natural resource evaluation and investment.

The combined M.S.-M.B.A. program normally takes three years for students with a good science background as an undergraduate—about one year less than pursuing these two degrees independently. Students in this program commonly take their first year entirely within the Department of Earth and Environmental Sciences. During the first summer, the student is expected to begin work on a research M.S. thesis that may be combined with an off-campus internship. The second year of the program is taken at the Carroll Graduate School of Management and the third year is split between both programs. Corporate internships are encouraged.

In applying to the program, students have two options. The first and most desirable option is for the student to apply directly to, and be accepted by, both the Graduate School of Arts and Sciences and the Carroll Graduate School of Management at the time of their initial application to Boston College. The GRE is required and GMAT tests may be requested. Students may contact the Department of Earth and Environmental Sciences for information and application materials to both programs (please indicate that you are interested in the Dual Degree Program). The deadline for admission to the Department of Earth and Environmental Sciences is February 15, the same as the deadline for M.S. candidates. The deadline for application to the Carroll Graduate School of Management is January 15.

The second option is for students to apply and be accepted to the M.S. program in Geology and Geophysics. During the spring of their first year, after consultation with their academic advisor, the student may then choose to apply to the Carroll Graduate School of Management for admission into the dual degree M.S.-M.B.A. program.

Further information on this program and application materials may be obtained from Professor John E. Ebel, Director of Graduate Studies, Department of Earth and Environmental Sciences, Devlin Hall 213, Boston College, Chestnut Hill, MA 02467, 617-552-3640, ebel@bc.edu or from Graduate Admissions, Carroll Graduate School of Management, Boston College, Chestnut Hill, MA 02467, 617-552-3920.

Master of Science in Teaching

The Master of Science in Teaching (M.S.T.) program is administered through the Lynch School of Education in cooperation with the Department of Earth and Environmental Sciences. It requires admission to both the Lynch School of Education and the Department of Earth and Environmental Sciences. This program, which is designed for prospective teachers, acknowledges variations in prior background and skills.

M.S.T. Degree Requirements

The five required courses in the earth sciences must be chosen from among the following: two courses from Exploring the Earth I and II or Structural Geology I, and one course from each of the following groups: (1) Earth Materials, Mineralogy, or Petrology; (2) Weather, Climate, Environment, Oceanography, or Astronomy; and (3) Petrology, Structural Geology I or II, Environmental Geology, Environmental Chemistry, or Introduction to Geophysics. Students who have previously taken these courses may substitute other graduate courses within the Department of Earth and Environmental Sciences, with approval. One semester of full-time residency may be necessary. A comprehensive examination is given to each student at the end of the program. This examination is in two parts—one part is oral in the earth sciences, and the other part is given by the Lynch School of Education.

Cooperative Program

The Department is part of a cooperative program with the Department of Earth Sciences at nearby Boston University, as well as the Civil Engineering Department at Tufts University. This program permits degree candidates at Boston College to enroll in courses that are unavailable at Boston College but are available at Boston University or Tufts. A list of courses is available in the Department.

Weston Observatory

Weston Observatory, formerly Weston College Seismic Station (1928-1949), is part of the Department of Earth and Environmental Sciences at Boston College. Located ten miles from the main campus, the Observatory is an interdisciplinary research facility of the Department, and a center for research in the fields of geophysics, geology, and related fields. Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph Network and operates a sixteen-station regional seismic network that records data on earthquakes in the northeast, as well as distant earthquakes. The facilities at Weston Observatory offer students a unique opportunity to work on exciting projects with modern, sophisticated, scientific research equipment in a number of different areas of scientific and environmental interest. For more information, visit the Weston Observatory website at <http://www.bc.edu/westonobservatory>.

Undergraduate and Graduate Course Offerings**GE 330 Paleobiology (Spring: 4)**

Prerequisites: GE 132-134 or BI 200-202 or permission of the instructor

Corequisite: GE 331

Offered biennially

Paleobiology is the study of evolution based on Paleontology, the fossil record of life through geologic time. The course begins with the origins of life and early evolution during the Precambrian Eon, when all major domains of life were established. The rise of plants and animals, beginning about 500 million years ago, is followed by the study of macroevolution and patterns of evolution through time. Lecture emphasizes paleobiology and environmental evolution; laboratory provides direct observation of fossils including basic morphology and phylogeny. The class may include an extended weekend field trip to Nova Scotia to visit several fossil localities.

Paul Strother

GE 331 Paleobiology Lab (Spring: 0)

Corequisite: GE 330

Offered biennially

Paul Strother

GE 370 Optical Mineralogy (Fall: 2)

Prerequisite: GE 220

Corequisite: GE 371

Offered biennially

This course is an introduction to polarizing light microscopy (PLM) and its application to mineral identifications in petrographic thin sections. Students will learn the basic concepts of polarized light microscopy with the objective to identify isotropic, uniaxial, and biaxial minerals in rocks using a polarized light microscope. This course is equivalent to the first part of GE 570.

Rudolph Hon

GE 371 Optical Mineralogy Lab (Fall: 0)

Corequisite: GE 370

Offered biennially

Students will learn the practical skills of using petrographic polarizing microscope to identify minerals and describe thin sections.

Rudolph Hon

GE 374 Sedimentary Petrology (Spring: 2)

Prerequisite: GE 370

Corequisite: GE 375

Offered biennially

This course focuses on the recognition and identification of sedimentary rock types and the primary and secondary components that make up sedimentary rocks. The class will involve extensive analysis of sediment and sedimentary rock samples in hand specimen and thin section. The first part of this course will cover how siliciclastic rocks form and the second part will cover carbonates and other biochemical rocks. Throughout the course, emphasis will be placed on understanding and using classification schemes and identifying different rock types in hand sample and thin section.

Douglas A. Edmonds

GE 375 Sedimentary Petrology Lab (Spring: 0)

Corequisite: GE 374

Offered biennially

Students use the petrographic polarizing microscope to identify and describe igneous and metamorphic rocks.

Douglas A. Edmonds

GE 376 Metamorphic Petrology (Spring: 2)

Prerequisites: GE 220, GE 370-371, GE 374-375

Corequisite: GE 377

Offered biennially

This course is devoted to an understanding of the petrology and petrography of metamorphic rocks. Metamorphic rocks form from igneous, sedimentary and earlier metamorphic rocks most commonly by increased pressure and temperature and are therefore a key to understanding tectonics. Lectures on the petrology of how metamorphic rocks form and the plate tectonic environments in which they do so will be integrated with the laboratory (GE 377) where students use the petrographic microscope to identify the mineral phases and textures that make up these rocks. Phase diagrams will be used to help better understand the origin of metamorphic processes.

J. Christopher Hepburn

GE 377 Metamorphic Petrology Lab (Spring: 0)*Corequisite:* GE 376**Offered biennially**

Students use the petrographic polarizing microscope to identify and describe metamorphic rocks.

*J. Christopher Hepburn***GE 405 Fluid Flow and Sediment Transport (Fall: 3)***Prerequisites:* MT 100, MT 102 or equivalent and MT 101, MT 103, MT 105 or equivalent**Offered biennially**

The interaction of fluid and sediment creates most sedimentary deposits and also shapes most of the earth's surface. This first part of this course will cover the basics of incompressible, Newtonian fluid flow. Emphasis will be placed on the conservation laws for mass and momentum, and the hydrodynamics of boundary layer flow and turbulence. The second part will examine sediment entrainment, transport, and deposition. We will cover the nature of sediment movement, including bedload and suspended load, and the accompanying deformation of the bed. These principles will be used to predict the evolution of fluvial systems, bedforms, and sedimentary structures.

*Douglas A. Edmonds***GE 440 Global Biogeochemical Cycles (Spring: 3)***Prerequisite:* At least one college-level earth science course, or permission of instructor. Additional coursework in biology, chemistry, and/or the earth sciences are helpful.

Biogeochemical cycles are pathways through which biologically important elements and their molecules are transformed and exchanged between the lithosphere, atmosphere, hydrosphere, and biosphere. This course will focus on the reservoirs of these elements and the physical, chemical, and biological processes that exchange them at various scales and in different types of environments. Stable isotope geochemistry is a key tool to trace the influence of microbial metabolisms on biogeochemical cycles and climate in modern and ancient environments. Historical aspects of biogeochemical evolution will be studied to stimulate thinking on the likely consequences of ecological and climatic perturbations caused by human activities.

*Dominic Papineau***GE 457 Watershed Science (Fall: 3)***Prerequisite:* GE 220 or equivalent**Offered biennially**

This course develops concepts derived from the intersection of environmental issues related to water in the land environment and the scientific principles of water pathways and interactions above and below the ground surfaces in a watershed. In the first part we will introduce foundations of watershed water balance followed by a discussion of chemical interactions between water and its surrounding earth material. We will conclude the course with topics focused on natural and anthropogenic factors that lead to a degradation of water quality and how to prevent such changes from occurring.

*Rudolph Hon***GE 480 Applications of GIS (Geographical Information Systems) (Spring: 4)***Corequisite:* GE 481

The course covers fundamental concepts and practical applications of GIS in the geosciences, environmental sciences, land use, and other related fields. Students will learn the basics and principles of spatial database management, database query, and preparation of printed maps. Formal presentations and practical assignments in the two-hour lab will use ArcView and ArcGIS software packages with spatial data sets taken from across the disciplines including geosciences, environmental studies and land use/city planning, marketing and other fields. Students will gain working experience of applying GIS to their studies and research, as well as achieve practical skills for the marketplace.

*Rudolph Hon***GE 481 Applications of GIS Lab (Spring: 0)***Corequisite:* GE 480*Rudolph Hon***Graduate Course Offerings****GE 512 Isotopes in Earth Sciences (Spring: 4)***Prerequisites:* One semester of calculus, and either a course in geochemistry or two semesters of chemistry, or permission of instructor*Corequisite:* GE 513**Offered biennially**

This course will introduce the various isotopic methods that are used in the Earth Sciences. Topics will include: (1) radiogenic isotopes in geochronology and petrogenesis, including U-Th-Pb, K-Ar, Rb-Sr and Sm-Nd (2) light stable isotopes in geology, biogeochemistry, and paleothermometry, including C, H, O, N, S and (3) non-traditional stable isotopes in biogeochemistry, oceanography, and cosmochemistry including Fe, Mo, Cu, Ni, and Ca. We will emphasize the geochemical behavior, analytical methods, and specific applications of these isotope systems in geology.

*Dominic Papineau**Yvette Kuiper***GE 513 Isotopes in Earth Sciences Lab (Spring: 0)***Corequisite:* GE 512**Offered biennially**

The laboratory GE 513 will include in-class problem sets, introduction to laboratory techniques and instrumentation, and subject projects.

*Dominic Papineau**Yvette Kuiper***GE 570 Petrology I (Fall: 3)***Prerequisite:* GE 220*Corequisite:* GE 571**Offered biennially**

This course is the combination of GE 370 and GE 372 for graduate students. The first part is an introduction to polarizing light microscopy and its application to mineral identifications in petrographic thin sections. The second part is devoted to an understanding of the petrology and petrography of igneous rocks. Lectures on the petrology of how igneous rocks form and their plate tectonic setting will be integrated with the laboratory where students

will use the petrographic microscope to identify minerals and textures that make up these rocks. Phase diagrams will be used to help understand the origin of igneous rocks.

Rudolph Hon

J. Christopher Hepburn

GE 571 Petrology I Lab (Fall: 0)

Corequisite: GE 570

Offered biennially

Students will first learn how to use the petrographic polarizing microscope as a basic tool in the Geosciences to identify and describe minerals in thin sections and then apply this knowledge to igneous rocks.

Rudolph Hon

J. Christopher Hepburn

GE 572 Geophysical Data Processing (Spring: 3)

Prerequisites: MT 201 or 202, PH 211-212

Offered biennially

This course covers the fundamental principles underlying methods that are commonly used to analyze digital signals. Methods of signal processing that are used in geophysical applications will be emphasized, but these same methods are also used in a wide variety of science and engineering applications. Topics include the following: signals and systems, linear time-invariant systems, Fourier analysis of continuous and discrete-time signals and systems, filtering, modulation, and sampling.

John E. Ebel

GE 574 Petrology II (Spring: 3)

Prerequisites: GE 220 and GE 570 or equivalent

Corequisite: GE 575

Offered biennially

This course is the combination of GE 374 and GE 376 for graduate students. The first part focuses on the recognition and identification of sedimentary rocks and their primary and secondary components. Emphasis will be placed on understanding and using classification schemes and identifying different rock types in hand sample and thin section. The second part is devoted to an understanding of the petrology and petrography of metamorphic rocks. Lectures on how metamorphic rocks form will be integrated with the laboratory where students use a petrographic microscope to identify the mineral phases and textures of these rocks.

Douglas A. Edmonds

J. Christopher Hepburn

GE 575 Petrology II Lab (Spring: 0)

Corequisite: GE 574

Offered biennially

Students will use the petrographic polarizing microscope and other tools to identify and describe sedimentary and metamorphic rocks.

Douglas A. Edmonds

J. Christopher Hepburn

GE 691 Earth System Seminar (Fall: 3)

An advanced seminar on topics in the Geosciences requiring integration of many subspecialties. Topics vary from year to year. Students will be expected to read and report on papers from the recent

literature, prepare one or more talks similar to those presented at scientific meetings and a term paper integrating data from various areas of Geosciences. Required for all incoming graduate students.

Dominic Papineau

J. Christopher Hepburn

GE 798 Graduate Reading and Research in Geophysics

(Fall/Spring: 3)

Prerequisite: Permission of the instructor

A graduate research study of a topic in geophysics under the supervision of a faculty member.

The Department

GE 799 Graduate Reading and Research in Geology (Fall/Spring: 3)

Prerequisite: Permission of the instructor

A graduate research study of a topic in geology under the supervision of a faculty member.

The Department

GE 801 Thesis Seminar (Fall/Spring: 3)

Thesis research under the guidance of a faculty member.

The Department

Economics

Faculty

David A. Belsley, *Professor Emeritus*; A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

James E. Anderson, *Professor*; Chairperson of the Department; A.B., Oberlin College; Ph.D., University of Wisconsin

Susanto Basu, *Professor*; A.B., Ph.D., Harvard University

Donald Cox, *Professor*; B.S., Boston College; M.S., Ph.D., Brown University

Frank M. Gollop, *Professor*; A.B., University of Santa Clara; A.M., Ph.D., Harvard University

Peter T. Gottschalk, *Professor*; B.A., M.A., George Washington University; Ph.D., University of Pennsylvania

Peter N. Ireland, *Professor*; B.A., M.A., Ph.D., University of Chicago

Hideo Konishi, *Professor*; B.A., Kyoto University, Japan; M.A., Osaka University, Japan; M.A., Ph.D., University of Rochester

Marvin Kraus, *Professor*; B.S., Purdue University; Ph.D., University of Minnesota

Arthur Lewbel, *Professor*; B.S., Ph.D., Massachusetts Institute of Technology

William B. Neenan, S.J., *Professor and Vice President*; A.B., A.M., S.T.L., St. Louis University; Ph.D., University of Michigan

Joseph F. Quinn, *Professor*; A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

Fabio Schiantarelli, *Professor*; B.S., Universita Bocconi, Italy; M.S., Ph.D., London School of Economics

Uzi Segal, *Professor*; B.S., M.A., Ph.D., Hebrew University, Israel

Tayfun Sonmez, *Professor*; B.S., Bilkent University, Turkey; M.A., Ph.D., University of Rochester

Richard W. Tresch, *Professor*; A.B., Williams College; Ph.D., Massachusetts Institute of Technology

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Georg Strasser, *Assistant Professor*; M.A., University of Southern California; M.Sc., Universität Karlsruhe, Germany; Ph.D., University of Pennsylvania

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Richard McGowan, *Adjunct Associate Professor*; B.S., Widener University; M.A., University of Delaware; M.Div., Th.M., Weston School of Theology; D.B.A., Boston University

Contacts

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- www.bc.edu/economics

Graduate Program Description

Ph.D. Program

The graduate program in economics is designed for full-time students who are seeking a Ph.D. The program trains economists for careers in teaching, research, and the private sector by providing strong backgrounds in economic theory, quantitative research methods, and applied fields. Requirements include course work, comprehensive examinations, a thesis, and a 1-year residence requirement. The course requirements consist of a first-year core curriculum and eight electives, for a total of 48 credits. The first-year program consists of core courses in Micro Theory (EC 740, 741), Macro Theory (EC 750, 751), Mathematics for Economists (EC 720), Statistics (EC 770), and Econometrics (EC 771). The second year is devoted to electives. In addition to the Department's own electives, students may take courses in the Carroll School of Management's Ph.D. program in Finance. All courses accepted for the degree are worth three credits, with the exception of the three courses taken in the second semester of the first year: EC 741, EC 751, and EC 771. These three courses are each worth 4 credits.

Students are required to pass written comprehensive examinations in micro theory, macro theory, and in two of the following fields: econometric theory, applied econometrics, industrial organization, international economics, international trade and development, international finance and macroeconomics, labor economics, monetary economics, public sector economics, advanced micro theory, advanced macro theory, and finance. Each exam is based on a 2-course sequence on the subject matter. The micro and macro comprehensives are offered twice each year in late May and late August. Students generally take them immediately after the first year and begin to write field comprehensives at the end of the second year.

All students accepted to the program are offered financial aid including tuition remission. A student can expect continued financial support for five years as long as the student achieves satisfactory progress toward the Ph.D. More information about the Ph.D. program and financial aid opportunities can be found at the graduate program menu option at www.bc.edu/economics.

Admission Information

An on-line application for your convenience is located at <http://gsas.bc.edu/>. Requests for paper applications for admission should be addressed to Boston College, Graduate School of Arts and Sciences, Office of Graduate Admissions, McGuinn Hall 221, 140 Commonwealth Avenue, Chestnut Hill, MA 02467, or send an e-mail request to gsasinfo@bc.edu. Any questions regarding admission requirements should be directed toward gsasinfo@bc.edu. For further information regarding the Ph.D. program, send an e-mail to Gail Sullivan at sullidde@bc.edu.

Graduate Course Offerings

EC 720 Math for Economists (Fall: 3)

This course consists of two modules: one on linear algebra and the second on economic dynamics. The linear algebra portion of the course covers fundamental material in vector spaces, metric spaces, linear equations and matrices, determinants, and linear algebra. This basic material finds application in numerous economics courses, including macro theory, micro theory, and econometrics, and it will be assumed in the theoretical econometrics sequence. The dynamic optimization portion of the course covers differential equations, difference equations, and various topics in dynamic optimization.

The Department

EC 740 Microeconomic Theory I (Fall: 3)

This course covers basic consumer and producer theory and expected utility maximization. Also covered are special topics in consumer theory such as welfare change measures and revealed preference theory.

Hideo Konishi

Marvin Kraus

EC 741 Microeconomic Theory II (Spring: 4)

This course comprises three modules. The first treats pure and applied aspects of general equilibrium theory. The second is an introduction to non-cooperative game theory. The third covers topics in information economics.

Uzi Segal

M. Utku Unver

EC 750 Macroeconomic Theory I (Fall: 3)

The first half of the course presents Keynesian and classical models, rational expectations and its implications for aggregate supply, and economic policy. The second half covers the Solow growth model, infinite horizon and overlapping generation models, the new growth theory, real business cycle theory, and traditional Keynesian theories of fluctuations.

Fabio Schiantarelli

EC 751 Macroeconomic Theory II (Spring: 4)

The first half of this course covers models of consumer behavior under complete and incomplete asset markets, asset pricing, the consequences of agent heterogeneity, and the foundations of dynamic stochastic general equilibrium modeling of the business cycle. The second half of the course incorporates money and nominal rigidity in the framework and addresses the role of monetary policy.

Susanto Basu

EC 770 Statistics (Fall: 3)

The first part of this course deals with topics in probability theory, including random variables, conditional distributions, expectation and multivariate distributions. The second part presents topics in mathematical statistics, including moment estimation, hypothesis testing, asymptotic theory and maximum likelihood estimation.

Zhijie Xiao

EC 771 Econometrics (Spring: 4)

This is a first year graduate course in econometrics. Topics include estimation and inference in classical regression analysis, estimation by maximum likelihood, generalized methods of moments, simultaneous equation models, time series models, and panel data methods.

Christopher F. Baum

EC 798 Economics Practicum (Fall/Spring: 1)

Prerequisite: Permission of the Director of Graduate Studies

Richard W. Tresch

EC 799 Readings and Research (Fall/Spring: 3)

Prerequisite: Permission of the Director of Graduate Studies

A student and professor may propose a course involving readings and research designed to study an issue not covered in the standard course offerings.

Richard W. Tresch

EC 802 Advanced Microeconomic Theory (Spring: 3)

In recent years, auction theory and matching theory have found applications in many interesting real-life problems from a market/mechanism design perspective. Topics of this course include the theory of matching markets, multi-object auctions, school choice and kidney exchange.

Tayfun Sonmez

EC 821 Time Series Econometrics (Fall: 3)

Prerequisite: EC 751

This course covers major advances in time series analysis. In addition to univariate and multivariate models for stationary time series, it addresses the issues of unit roots and cointegration. The Kalman Filter and time series models of heteroskedasticity are also discussed. The course stresses the application of technical tools to

economic issues, including testing money-income causality, stock market efficiency, the life-cycle model, and the sources of business cycle fluctuations.

Zhijie Xiao

EC 822 Cross Section and Panel Econometrics (Fall: 3)

Prerequisite: EC 771

This course covers major advances in microeconometrics. The course will present developments in estimating models with limited dependent variables, random and fixed effects models, and duration models.

Stefan Hoderlein

EC 827 Econometric Theory I (Fall: 3)

This course provides an understanding of the econometric theory that underlies common econometric models. The focus is on the single equation regression model and its many extensions. Topics include finite and asymptotic properties of estimators, specification issues, autocorrelation and heteroskedasticity, endogeneity and simultaneity, and nonlinear model estimators including maximum likelihood and the generalized method of moments.

Arthur Lewbel

EC 828 Econometric Theory II (Spring: 3)

Prerequisite: EC 827 or equivalent

This is a course in asymptotic theory for econometric estimation and inference, with emphasis on nonlinear, cross section models. Topics include forms of convergence, consistency and limiting distribution theory, maximum likelihood, linear and nonlinear least squares, generalized method of moments, extremum estimators, nonparametric kernel estimators, and semiparametric estimators.

Karim Chalak

EC 853 Industrial Organization I (Spring: 3)

This course is an introduction to modern industrial organization theory. Topics will include, as time permits, the game theoretic approach to oligopoly theory, theories of barriers to entry, predatory pricing, R&D competition, and applications to trade theory.

Hideo Konishi

EC 854 Industrial Organization II (Fall: 3)

This course includes an economic analysis of antitrust and regulatory policies: a review of modern antitrust policy, including a study of major cases and the economics literature commenting on antitrust policy, analysis of the genesis of regulation, peak-load pricing, optimal departures from marginal cost pricing, automatic adjustment clauses, the empirical evidence regarding regulation-induced inefficiencies, and an investigation of the special problems of regulatory reform and deregulation in particular industries.

Julie Mortimer

EC 861 Monetary Economics I (Spring: 3)

This course covers models of money demand, recent developments in the foundation of a role for monetary policy in affecting the real economy, and issues in the formulation and conduct of monetary policy for closed and open economies.

The Department

EC 862 Monetary Economics II (Fall: 3)

This course considers various topics in monetary theory and policy with a particular emphasis on empirical applications. Included among the topics covered are money demand, the term structure of interest rates, asset pricing models, macroeconomic aspects of public finance, and models of unemployment and inflation.

Fabio Schiantarelli

EC 871 Theory of International Trade (Fall: 3)

Emphasis on the structure of general equilibrium, welfare and commercial policy propositions, and the foundations of comparative advantage. The course also covers imperfect competition and uncertainty.

Ben Li

EC 874 Topics in International Macroeconomics (Spring: 3)

Prerequisite: EC 872

Corequisite: EC 861 recommended

This course will focus on the construction of models for understanding the international business cycle and analysis of macroeconomic policy in open economies. The first part will focus on the transmission of macroeconomic shocks across countries, from the international real business cycle literature to models with nominal rigidity and financial imperfections. The second part will cover the recent literature on macroeconomic policy in open economies. The third portion of the course will return to model building and shock transmission and focus on the recent literature at the intersection between international trade and macroeconomic theory.

Fabio Ghironi

EC 876 Topics in International Economic Policy (Spring: 3)

James E. Anderson

Eyal Dvir

EC 877 Empirical International Finance (Fall: 3)

The course covers selected topics of current research in international finance, designed for Ph.D. students in their second year or later. The focus is on empirical work, and on tools for conducting research in this field. Topics include: nominal and real exchange rate dynamics, foreign-exchange market efficiency, the microstructure of foreign exchange markets, international finance and trade, as well as international portfolio choice and financial integration.

Georg Strasser

EC 885 Analysis of Labor Markets (Spring: 3)

Prerequisite: EC 822, which may be taken prior to or concurrently with EC 885

A comprehensive approach to the analysis of labor markets focusing on job market search, matching of firms and workers, minimum wage, discrimination, centralized wage setting (as in some European countries and transitional economies), migration and demographic decisions (such as marriage and child bearing), labor supply, household production, and program evaluation. Heavy emphasis is placed on specification and estimation of empirical models.

Andrew Beauchamp

EC 886 Current Topics in Labor Economics (Fall: 3)

This course covers topics of current interest in labor economics. Examples include analysis of life-cycle consumer behavior estimation techniques applied to survey microdata, minimum wage legislation, agency problems, informational economics, and intergenerational transfers. Both theoretical and empirical issues are investigated.

Mathis Wagner

EC 888 Interim Study (Fall/Spring: 0)

Required for Master's candidates who have completed all course requirements, but have not taken comprehensive examinations.

Richard W. Tresch

EC 900 Third Year Thesis Workshop (Fall/Spring: 1)

Third-year students in the Ph.D. program must participate in the Thesis Workshop which meets once each week during both fall and spring terms. Third-year students are required to present a thesis proposal during the spring term.

Susanto Basu

Donald Cox

Arthur Lewbel

EC 901 Fourth Year Thesis Workshop (Fall/Spring: 2)

Fourth-year students in the Ph.D. program must participate in the Thesis Workshop which meets once each week during both fall and spring terms. Fourth-year students are required to lead a seminar discussion of some aspect of their Ph.D. dissertation during each term.

Susanto Basu

Donald Cox

Arthur Lewbel

EC 998 Doctoral Comprehensives (Fall/Spring: 1)

Required for Doctoral students who have completed all course requirements and are preparing for comprehensive examinations.

Richard Tresch

EC 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy whether or not they remain in residence. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

Richard W. Tresch

English

Faculty

Leonard R. Casper, *Professor Emeritus*; A.B., A.M., Ph.D., University of Wisconsin

John L. Mahoney, *Rattigan Professor Emeritus*; A.B., A.M., Boston College; Ph.D., Harvard University

Kristin Morrison, *Professor Emerita*; A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

Richard Schrader, *Professor Emeritus*; A.B., Notre Dame University; A.M., Ph.D., Ohio State University

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- John F. McCarthy**, *Associate Professor Emeritus*; A.B., Harvard University; A.M., Ph.D., Yale University
- Daniel McCue, Jr.**, *Associate Professor Emeritus*; A.B., Boston College; A.M., Ph.D., Columbia University
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- Paul Mariani**, *University Professor of English*; B.A., Manhattan College; M.A., Colgate; Ph.D., CUNY
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- Frances L. Restuccia**, *Professor*; B.A., M.A., Occidental College; Ph.D., University of California at Berkeley
- Alan Richardson**, *Professor*; A.B., Princeton University; A.M., Ph.D., Harvard University
- Carlo Rotella**, *Professor*; B.A., Wesleyan University; M.A., Ph.D., Yale University
- Maxim D. Shrayar**, *Professor*; B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale University
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- Christopher P. Wilson**, *Professor*; A.B., Princeton University; Ph.D., Yale University
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- Julie Orlemanski**, *Assistant Professor*; B.A., University of Georgia; A.M., Ph.D., Harvard University
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- Lori Harrison-Kahan**, *Adjunct Assistant Professor*; A.B., Princeton University; M.A., M.Phil., Ph.D., Columbia University
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- Joseph Nugent**, *Adjunct Assistant Professor*; B.A., University of California, Berkeley; Ph.D., University of California, Berkeley
- Ricco Villanueva Siasoco**, *Adjunct Assistant Professor*; B.S., Boston University; M.F.A., Bennington College
- Susan Roberts**, *Adjunct Senior Lecturer*; B.A., St. Michael's College; M.A., Boston College
- Bonnie K. Rudner**, *Adjunct Senior Lecturer*; B.A., Rutgers University; M.A., Boston College
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Graduate Program Description

Master of Arts Program

The Master of Arts in English degree is intended for students who wish to extend and consolidate their knowledge of the field before moving on to work at the Ph.D. level, and for students oriented toward careers in secondary education, publishing, or related fields who desire a challenging, rigorous, and up-to-date academic program. Candidates pursuing the M.A. degree will be expected to complete courses granting at least 30 hours of graduate credit. Three of these course credits must be in a theory course (ordinarily thought of as a course primarily concerned with the study of texts in literary and/or cultural theory) from among the Department's regular offerings, and three must be in the Introduction to Advanced Research course (or its equivalent). Students may devote up to six of the required 30 credits to independent work under the supervision of Department faculty, resulting in one or more longer papers. Students wishing to pursue this option should consult with the Program Director early in their graduate careers.

Students must also pass two examinations—a language and a literary studies examination. The first will demonstrate reading knowledge of a foreign language. The second will gauge the student's mastery of three different skills or practices integral to advanced literary studies: the ability to analyze in detail a short poem or prose passage; the ability to place a number of passages in their proper literary-historical context based on their form, style, and content; and the ability to reflect on the theoretical, methodological, or interpretive issues involved in reading and criticism. The examinations are offered yearly in December and May.

The language exam may be taken at any time during the course of a student's program. The literary studies exam is ordinarily taken after all courses have been completed or are in the process of completion. Students should consult with the Program Director and with other faculty to plan an appropriate course of studies in anticipation of the examination. The language exam may be taken in a wide range of languages and may be waived if either (1) the candidate can supply proof of proficiency in a foreign language in the form of an undergraduate transcript carrying credits for the completion of at least six semester hours in an advanced course with grades of B or above (taken within three years of the application for waiver) or (2) the candidate successfully completes a 12-week intensive language course administered by the Graduate School of Arts and Sciences at Boston College.

Master of Arts Concentration in Irish Literature and Culture

The Master's Degree in Irish Literature and Culture offers English Department candidates the opportunity to design an interdisciplinary course of study drawing from a wide range of fields, including literature, Irish language, history, women's studies, American studies, fine arts, music and cultural studies. Candidates seeking the degree must fulfill the course requirements of 30 credits within two years.

At least 12 of these must be in Irish literature courses in the English Department, an additional 3 in an Irish Studies course offered by another University department, and at least 6 in Irish Language. Remaining credits are taken as electives. To complete the degree candidates must pass an oral examination focusing on a specific period, genre or theme they have chosen in consultation with members of the Irish Studies faculty. Students interested in pursuing the concentration in Irish Literature and Culture should register with Marjorie Howes at the beginning of their second year.

English faculty offering graduate courses in Irish Studies include Professors Marjorie Howes, Joseph Nugent, Philip O'Leary, and James Smith. In addition, the distinguished visiting scholar holding the Burns Library Chair in Irish Studies will teach graduate courses in the program. For further information about the Irish Studies Program, please see the website at www.bc.edu/irish

Master of Arts in Teaching

The Master of Arts in Teaching (M.A.T.) degree is administered through the Lynch School of Education in cooperation with the Department of English. It requires admission to both the Lynch School of Education and to the Department of English. Course requirements vary depending upon the candidate's prior teaching experience; however, all Master's programs leading to certification in secondary education include practical experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.A.T., please refer to Master's Programs in Secondary Teaching in the Lynch School of Education section of the University Catalog or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Graduate Assistantships and Teaching Fellowships

Students in the first year of the M.A. program are eligible to receive financial aid in the form of tuition remission. Second year students are eligible for Teaching Fellowships, conferring a stipend and partial remission of tuition.

Program in Linguistics

In the Department of Slavic and Eastern Languages and Literatures, the Program in Linguistics offers courses for graduate students in English who want to study English from a linguistic perspective or to examine the nature of language generally.

Doctor of Philosophy Program

Normally, no more than four students will be admitted to the doctoral program each year (one additional student is sometimes admitted on an Irish Studies fellowship, and there is additional support for diversity candidates and other exceptional students). The small number of students makes possible a flexible program, individually shaped to suit the interests and needs of each student.

All students accepted into the program receive stipends and tuition remission. Fellowships are renewed for five years as long as the student is making satisfactory progress toward completion of requirements for the degree.

Course Requirements

Four doctoral seminars are to be taken in consecutive semesters over the first two years of the program. The remainder of the student's program may include other graduate courses in the English Department or related disciplines, small reading groups, or individual tutorials shaped around the candidate's preparation for examinations. Ideally, students will have taken four to six courses in addition to the

doctoral seminars by the end of the second year. A student-initiated pedagogy colloquium accompanies student teaching, and an advanced professionalization colloquium is taken in the third or fourth year.

Language Requirement

Students must demonstrate an ability to read two foreign languages or a working knowledge and application of one foreign language and its literature. The first alternative requires successful performance on two translation examinations in which a short text must be translated adequately (with use of a dictionary) in two hours. The second involves submitting a paper in which knowledge of the foreign language is used to work out a literary question, or translating a substantial critical or literary text currently unavailable in English. Commonly, enrollment in language courses or in graduate electives on translation, accompany the completion of the assignment.

Examinations

Each student will direct a course of study toward completion of three examinations—a minor field exam by the end of the second year, a major field exam, and a dissertation field exam.

The minor field examination normally runs one and one-half hours and may focus on an author, historical period, theoretical field, or genre. The major field examination is broader in scope and consists of a two-hour oral examination usually on a period or genre. The dissertation field exam, two and one-half hours long, explores a topical area in which the dissertation is likely to take place. All examinations are graded according to the university scale for graduate examinations.

Prospectus, Dissertation, and Defense

After completing the dissertation field exam, the student writes a prospectus in consultation with his or her dissertation director describing the dissertation topic and including a working bibliography. This prospectus will then be submitted to two additional faculty members who will also approve it. All dissertation committees will have at least three faculty readers (under special circumstances, a faculty member from outside BC may sit on the committee). Submission of the dissertation will be followed by an oral defense. Students are responsible for acquainting themselves with all university requirements, fees, and deadlines pertinent to dissertation submission and graduation. This information can be obtained from the English Department office or from the Graduate School of Arts and Sciences Dean's office.

Teaching

As part of their program, Ph.D. students engage in a carefully organized sequence of teaching experiences. In the second year, students spend one semester assisting in a course taught by a faculty member. In the third and fourth years, students teach four independently taught courses—at least one semester of First-Year Writing Seminar, a self-designed elective in the student's own field, and two more courses selected to provide the best range of teaching experience for each individual student. Faculty mentoring is a part of every phase of this program.

Graduate Colloquium

A student committee composed of M.A. and Ph.D. candidates organizes and schedules graduate colloquia, at which faculty members, outside speakers, or students lead discussions on literary topics.

In alternate years, the spring colloquium will be a full-day graduate conference. All graduate students and faculty are strongly encouraged to attend.

Good Standing

Candidates for the degree are expected to remain in good standing in accordance with department guidelines set out for the timely completion of the degree. Continued financial support and participation in the program depends on maintaining good standing.

Undergraduate and Graduate Course Offerings

EN 121 The Linguistic Structure of English (Spring: 3)

Cross listed with SL 323, ED 589

Offered biennially

See course description in the Slavic and Eastern Languages and Literatures Department.

Michael J. Connolly

EN 122 Language in Society (Spring: 3)

Cross listed with SL 362, SC 362

Offered periodically

See course description in the Slavic and Eastern Languages and Literatures Department.

Margaret Thomas

EN 127 Language and Language Types (Fall: 3)

Prerequisites: SL 311/EN 527 and at least one other course in Linguistics recommended

Cross listed with SL 367

Offered Periodically

See course description in the Slavic and Eastern Languages and Literatures Department.

Margaret Thomas

EN 527 General Linguistics (Fall: 3)

Cross listed with SL 311

See course description in the Slavic and Eastern Languages and Literatures Department.

Michael J. Connolly

Graduate Course Offerings

EN 703 Melville and His Era (Fall: 3)

This course examines Melville's major fiction and poetry in the context of nineteenth-century social, political and literary developments: "Young America," maritime reform, urban poverty, and popular fiction, the colonial politics of American expansion and the Civil War. The basic approach in this class is informed by New Historicism, and criticism by a variety of cultural historians will be important. Corollary readings will include Poe's *Narrative of Arthur Gordon Pym*, Maria Cummins' *The Lamplighter*, and Civil War poetry by Whitman and others.

James D. Wallace

EN 726 Seminar: Exile (Fall: 3)

Cross listed with SL 586

Offered periodically

Instructor's permission required for undergraduates

See course description in the Slavic and Eastern Languages and Literatures Department.

Maxim D. Shrayner

EN 732 Contemporary Irish Fiction (Fall: 3)

Concentrating on contemporary Irish fiction, this seminar examines the confluence of “stories” representing Irish society since the mid-1980s. We will discuss significant cultural shifts and attempt answers to ongoing cultural questions. These include issues of national identity in an era of globalization, the relationship between tradition and innovation in Celtic Tiger Ireland, the challenges and contradictions posed by the Northern Ireland Peace Process, as well as issues of gender, sexuality and ethnicity in the “new Ireland.” Novelists include Roddy Doyle, Colm Tóibín, Patrick McCabe, Emma Donoghue, Mary Morrissy, Anne Enright, Eoin McNamee, Eilis Ní Dhuibhne and Deirdre Madden.

James Smith

EN 741 Bodies/Borders (Spring: 3)

How does twentieth-century American literature use the human body to map cultural and representational borders? In two sections on modern and contemporary American fiction, this course will focus on representations of the body to explore the cultural construction and dissolution of borders between subjectivity and embodiment, life and death, health and illness, whiteness and “color,” individual and national identities. Course topics will include grief, ghosts, wounds, objects, trauma, violence, space, sexuality and technology. Texts may include fiction by Stein, Larsen, Fitzgerald, Hemingway, Faulkner, West, Morrison, Robinson, DeLillo, and Alexie.

Laura Tanner

EN 746 The City in American Literature and Culture (Fall: 3)

We will consider how American literature and culture has responded to the formal and conceptual challenges posed by cities. Taking an American Studies approach to our subject, our inquiry will include not only novels (e.g. *Sister Carrie*, *Native Speaker*) and other literary forms but also film (e.g., *Chinatown*, *Blade Runner*), music, landscape, and more. We'll also read scholars like Betsy Klimasmith, Thomas Heise, and Catherine Jurca who offer interdisciplinary models for relating the interpretation of texts to the social, economic, and political facts of city life.

Carlo Rotella

EN 748 Early American Fiction and Nonfiction (Fall: 3)

This course reads early American fiction by such writers as Rowson (*Charlotte Temple* and *Lucy Temple*), Murray (*The Story of Margaretta*), Foster (*The Coquette*), Brown (*Ormond*), Sedgwick (*A New-England Tale*), Poe (*Ligeia*), Hawthorne (“Rappaccini’s Daughter”), Melville (*Benito Cereno*), Douglass (*The Heroic Slave*) and Stowe (*Uncle Tom’s Cabin*) in relation to contemporaneous nonfiction. Such conjunctions lead to an awareness not only of the expanding canon of antebellum fiction but also of the cultural contexts within which it evolved. Topics we will follow across generic boundaries include gender roles, poverty and slavery.

Paul Lewis

EN 763 Modern British Fiction (Fall: 3)

This course will consist primarily of novels by authors such as James, Ford, Conrad, Joyce, Greene, Lawrence, Forster, Woolf, and possibly Barnes. We will also examine critical essays on specific novels as well as writing on modernism in general, including James’s “The Art of Fiction” and Woolf’s “Modern Fiction.” We will read classic works such as Joseph Frank’s “Spatial Form in Modern Literature,” Ortega y Gasset’s “The Dehumanization of Art,” and Lukács’ “The Ideology of

Modernism.” Themes such as interiority, subjectivity, epistemology, ambiguity, form and content, empire, and distinct ways of rendering the flood of human experience will be featured.

Frances L. Restuccia

EN 771 The Victorian Novel (Fall: 3)

Provides graduate students with an advanced introduction to the scholarly and critical study of the Victorian novel (1837-1901). It is appropriate both for students who have had some undergraduate course work in the field and those who are relatively new to Victorian Studies. We will read a number of the major novels of the period, including novels by Charlotte Brontë, W. M. Thackeray, Charles Dickens, George Eliot, and Thomas Hardy. We will also explore the historical context of the Victorian era and develop a critical framework for theorizing these texts and, more broadly, the novel as a genre.

Maia McAleavey

EN 780 Readings in Theory (Spring: 3)

Cross listed with PL 780, RL 780

See course description in the Romance Languages and Literatures Department.

Kevin Newmark

EN 784 Studies in Early Modern Poetry (Spring: 3)

An exploration of poetry from the Tudor and Stuart eras, according some attention to theories of genre and of editorial practice that respond to differences among poems by Shakespeare and Jonson, Donne and Milton. Concentration on developments in erotic and religious lyrics, the emergence of satire, and the transition from manuscript culture to print publication. Other poets likely to be featured include Sidney, Spenser, the Countess of Pembroke, Herbert, and Marvell.

Dayton W. Haskin

EN 789 Eighteenth-Century Comedies: Dramatic and Narrative (Fall: 3)

Taking as its texts a variety of dramatic comedies and comic novels written from the Restoration through the eighteenth century, this course will explore questions about how generic constraints, expectations, and innovations shaped representations of social life and consider ways in which framing a “world” as comic could display, challenge, and/or occlude social, cultural, and/or literary complacencies and/or anxieties. Along with short readings in history of the novel and the theater and theory of comedy, we will discuss plays and novels by such authors as Wycherley, Etherege, Behn, Congreve, Gay, Steele, Fielding, Sterne, Goldsmith, Burney, and Sheridan.

Robert L. Chibka

EN 790 Fashioning the Nation in the Late Eighteenth Century (Spring: 3)

What currently characterizes the interdisciplinary field of eighteenth-century studies? We'll answer this question through an examination of six key concepts: gender, consumerism, nationality, writers and readers, and theatricality. As ideas that saw significant revision over the course of the long eighteenth century (1688-1820), these concepts can be charted in literary, cultural, and visual texts. Readings include poetry (by Pope, Swift, and Goldsmith), prose (by Addison and Steele, Dr. Johnson, and others), plays (by Cibber, Lillo, Gay, and Cowley) and two novels (*Evelina* and *Tom Jones*).

Elizabeth Kowaleski Wallace

EN 801 Thesis Seminar (Fall: 3)*The Department***EN 802 Joyce's *Ulysses* (Spring: 3)**

This course will be dedicated to an extended exploration of James Joyce's *Ulysses*, a novel that has often been called the most important literary work of the twentieth century. Most of our time will be devoted to an intensive reading of the novel itself, but we will also read selected critical and historical materials. No prior knowledge of Joyce's works is required, just a willingness to tackle the challenges offered by his most influential masterpiece.

*Marjorie Howes***EN 804 Beckett on Stage and Screen (Fall: 3)**

This course introduces the twentieth century's most influential dramatist, together with the dynamic field of Beckett Studies. Considering Beckett's work as director-choreographer as well as playwright, we will place Beckett in his theatrical as well as biographical, geographical, and historical contexts. Texts include *Waiting for Godot*, *Endgame*, *Happy Days*, *Krapp's Last Tape*, *Not I*, and several "shorts" for television. Students will have the option to pursue original archival research in the Burns library.

*Andrew Sofer***EN 808 Queer Literary Traditions (Fall: 3)**

For many writers, philosophers, and theorists, to confront the question of literary and cultural tradition is to engage a paradoxical object, one that is "inherited" through repeated scenes of its failed or thwarted transmission. This course will examine the queer allure of such scenes, suggesting, among many other things, the possibility of understanding thwarted transmission as synonymous with the literary tradition as such and, hence, of bringing into view the queerness of that tradition. Writers might include some of the following: Plato, Sappho, Shakespeare, Wilde, Pater, James, Swinburne, Hopkins, Melville, Faulkner, Nabokov, Agamben, de Man, Barthes, Foucault, Deleuze, and Carson.

*Kevin Ohi***EN 825 Composition Theory and the Teaching of Writing (Spring: 3)**

This course is designed to prepare graduate students to teach first-year college writing courses; to introduce students to central issues, problems and theories in composition studies; and to examine ways in which contemporary critical theories (including feminism, psychoanalysis, cultural studies, and critical pedagogy) have influenced the teaching and study of composition. Requirements will include a theoretically-informed analysis of a student essay; a piece of creative nonfiction and an accompanying description of the process used to produce it; an annotated syllabus for a first-year college course; and a week of student teaching in an FWS classroom.

*Laurence Tobin***EN 830 Wallace Stevens and High Modernism (Fall: 3)**

A graduate seminar on Stevens and the High Modernist poets and painters, with emphasis on Williams, Marianne Moore, Eliot, Cezanne, Picasso, Matisse and others. The course will focus on Stevens' life as well as the American and international scene (Europe and Latin America) between 1912, when Stevens began to appear on the poetry scene, and his death in 1955. We will examine various aspects of Modernist Poetry, beginning with the philosophical dimensions

of Stevens' thinking from Pater, Nietzsche, and Santayana, through Heidegger, considering the limits of nihilism, rationalism, and the possibilities of transcendence.

*Paul Mariani***EN 835 Race, Nation, and the Terrorist Subject (Fall: 3)***Cynthia Young***EN 840 Contemporary American Fiction (Spring: 3)**

This seminar examines works of fiction published within the past two decades with a special focus on the novel. It considers how postmodernism largely fails to describe these works, and how in working in the form of the novel authors struggle to maintain its cultural prestige in the face of multiple challenges. It also considers the growing diversity of authors and works who are gaining the most attention, as well as an increasingly lively interest in popular genres once eschewed by high literary aspirants. Readings are a mix of fiction and criticism.

*Min Song***EN 857 American Nature Writing (Spring: 3)**

A course devoted to the historical, critical, and ecocritical study of environmental literature in America. We will trace the development of the genre from the romantic/quasi-scientific accounts of American wilderness in early writers like Audubon, to the religio-philosophical mode of Emerson and the place-sense of Thoreau, to the ecocriticism and environmental advocacy of more recent writers (Annie Dillard, Wendell Berry, Gary Snyder) in our own era of natural degradation and loss.

*Robert Kern***EN 858 Debates and Issues in Postcolonial Studies (Fall: 3)**

The subject matter of this course is the modern colonial encounter (mainly British and French) from a historical, political and literary angle. The course has two main components: identify controversial issues that arose in the local encounters between colonizer and colonized pertaining to power, identity, gender, political economy, and freedom; and grapple with the debates and critiques developed by anti-colonial thinkers to interrogate the universalism of western forms of knowing the other. Course goals: to familiarize students with non Anglo-American traditions of literature; assimilate concepts relating to the analysis of power.

*Kalpana Seshadri***EN 873 Shakespeare (Fall: 3)**

This is a graduate seminar designed to do the following: (1) to explore how Shakespeare's works engaged with early modern debates over gender, sexuality and race as well as with notions of kingship, subjectivity and the construction of history; (2) to introduce students to both the history and current state of Shakespeare criticism and to the editorial practices that have informed the reception of different plays at various historical moments; and (3) to explore how each of these critical approaches is itself engaging with certain political and/or cultural movements.

*Caroline Bicks***EN 887 Introduction to Advanced Research (Fall/Spring: 3)**

This course asks students to contemplate the kind of literary scholar they want to be, and then provides them with basic literary research tools that will help them achieve this goal. By becoming versed in bibliographical and archival methods, and by learning about research techniques in complimentary fields of study,

students will become grounded in the basics of contemporary literary studies. Readings on academic scholarship, disciplinary methods, in addition to workshops on traditional and special library collections and internet resources define this course. Students will demonstrate their knowledge of these essentials by producing an original, archived-based research essay.

James Najarian

Robert Stanton

EN 893 Contemporary Irish Drama (Spring: 3)

This course deals with the plays of three of the most significant contemporary Irish playwrights, Brian Friel, Tom Murphy, and Conor McPherson. Their work will be situated in the Irish dramatic tradition beginning with the foundation of the Irish Literary Theatre in 1899. Emphasis will be on how their plays have both sustained and challenged that tradition in a rapidly changing post-colonial Ireland.

Philip T. O'Leary

EN 899 Readings and Research (Fall: 3)

The Department

EN 901 Ph.D Seminar: Shakespearean Appropriations (Spring: 3)

In this seminar we will read some plays by Shakespeare and consider various appropriations, interpretations, and performances of his works across a range of historical periods and geographical locations. We will consider not only performance history of his works, ranging from eighteenth century adaptations to contemporary film, but also the formative cultural role of the plays in contexts ranging from nineteenth century America, to European modernism, to contemporary popular culture. Students will then pursue projects on appropriations or interpretations of Shakespeare in contexts that are of particular interest to them.

Mary Thomas Crane

EN 917 Ph.D. Seminar: Issues and Methods in American Studies (Fall: 3)

This course offers an introduction to the field of American Studies, which focuses on the interdisciplinary study of American culture. We will read a range of recent scholarship, exploring diverse approaches, methods, and issues of interest. In the process, we will assemble a "tool kit" of critical skills for making interpretive arguments about aspects of culture in their historical moments. The cultural forms we analyze may include popular fiction, film, music, religion, and others.

Christina Klein

EN 998 Doctoral Comprehensive (Spring: 1)

For students who have not yet passed the Doctoral Comprehensive, but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

EN 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

History

Faculty

Andrew Bunie, *Professor Emeritus*; A.B., A.M., University of New Hampshire; Ph.D., University of Virginia

Radu R. Florescu, *Professor Emeritus*; A.B., A.M., B.Litt., Oxford University; Ph.D., Indiana University

Thomas H. O'Connor, *Professor Emeritus*; A.B., A.M., Boston College; Ph.D., Boston University

James E. Cronin, *Professor*; Chairperson of the Department; B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University

Robin Fleming, *Professor*; B.A., M.A., Ph.D., University of California at Santa Barbara

Thomas Hachey, *Professor*; Ph.D., St. John's University

Marilynn S. Johnson, *Professor*; B.A., Stanford University; M.A., Ph.D., New York University

Kevin Kenny, *Professor*; M.A., University of Edinburgh; M.A., M.Phil., Ph.D., Columbia University

Roberta Manning, *Professor*; B.A., Rice University; M.A., Ph.D., Columbia University

David A. Northrup, *Professor*; B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

James O'Toole, *Professor*; A.B., Boston College; A.M., William and Mary College; M.S., Simmons College; Ph.D., Boston College

David Quigley, *Professor and Dean of Arts and Sciences*; B.A., Amherst College; M.A., Ph.D., New York University

Alan Rogers, *Professor*; A.B., M.A., Ph.D., University of California, Santa Barbara

Peter H. Weiler, *Professor*; A.B., Stanford University; A.M., Ph.D., Harvard University

Benjamin Braude, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Mark I. Gelfand, *Associate Professor*; A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

Seth Jacobs, *Associate Professor*; B.A., Yale University; M.D.A., DePaul University; M.A., University of Chicago; Ph.D., Northwestern University

William P. Leahy, S.J., *Associate Professor and University President*; B.A., M.A., St. Louis University; M. Div., S.T.M., Jesuit School of Theology; Ph.D., Stanford University

Deborah Levenson-Estrada, *Associate Professor*; B.A., M.A., University of Massachusetts, Boston; Ph.D., New York University

Cynthia Lyerly, *Associate Professor*; B.A., University of North Carolina at Chapel Hill; Ph.D., Rice University

Rebecca Nedostup, *Associate Professor*; B.A., Harvard University; M.A., M.Phil., Ph.D., Columbia University

Kevin O'Neill, *Associate Professor*; A.B., Marquette University; A.M., Loyola University of Chicago; Ph.D., Brown University

Prasannan Parthasarathi, *Associate Professor*; B.A., Williams College; M.A., Boston University; Ph.D., Harvard University

Devin Pendas, *Associate Professor*; B.A., Carleton College; M.A., Ph.D., University of Chicago

Virginia Reinburg, *Associate Professor*; A.B., Georgetown University; M.A., Ph.D., Princeton University

Sarah Ross, *Associate Professor*; B.A., Bowdoin College; M.A., Ph.D., Northwestern University

John H. Rosser, *Associate Professor*; A.B., University of Maryland; A.M., Ph.D., Rutgers University

Stephen Schloesser, S.J., *Associate Professor*; A.B., University of St. Thomas; M.Div., Weston Jesuit School of Theology; A.M., Ph.D., Stanford University

Franziska Seraphim, *Associate Professor*; A.B., University of California at Berkeley; M.A., M.Phil., Ph.D., Columbia University

Paul G. Spagnoli, *Associate Professor*; A.B., Holy Cross; A.M., Ph.D., Harvard University

Martin Summers, *Associate Professor*; B.A. Hampton University; Ph.D., Rutgers University

Frank Fonda Taylor, *Associate Professor*; B.A., M.A., University of West Indies; Ph.D., University of Geneva

Zachary Morgan, *Assistant Professor*; Ph.D., Brown University

Dana Sajdi, *Assistant Professor*; B.A., American University of Cairo; M.A., Ph.D., Columbia University

Owen Stanwood, *Assistant Professor*; B.A., Grinnell College; M.A., Ph.D., Northwestern University

Karen Miller, *Adjunct Associate Professor*; B.A., M.A., University of California, San Diego; Ph.D., University of California, Santa Barbara

Robert Savage, *Adjunct Associate Professor*; B.A., Boston College; M.A., University College Dublin; Ph.D., Boston College

Contacts

- Administrative Assistant: Colleen O'Reilly, Maloney Hall, 412E, 617-552-3802, colleen.oreilly@bc.edu
- Graduate Program Assistant: Rebecca Rea, Maloney Hall, 412F, 617-552-3781, rebecca.rea.1@bc.edu
- www.bc.edu/history

Graduate Program Description

Boston College's History Department attracts talented graduate students from around the nation and around the world. We offer M.A. and Ph.D. degrees with training in a number of regional and thematic specialties. The success of our Preparing Future Faculty program has positioned us among the leaders in restructuring graduate education in history. For the Master's in Teaching (M.A.T.) program administered by the Lynch School of Education see under M.A. Programs below.

Doctor of Philosophy in History

The Ph.D. degree is offered with concentrations in United States, Medieval, Early Modern European, Modern European (including British/Irish/British Empire), and Asian history. The department also offers course work in African, Middle Eastern, and Latin American history, as well as a number of global and comparative fields, including Imperial history, the history of the Atlantic World, religious history, and international history.

During the first semester of full-time study, doctoral students choose a faculty advisor, who oversees the student's progress in preparing for comprehensive exams and in developing a dissertation topic.

The Ph.D. is a research degree and requires special commitment and skills. While the degree is not granted for routine adherence to certain regulations, or for the successful completion of a specified number of courses, there are certain basic requirements.

Course and Residency Requirements: Students entering directly into the Ph.D. program are required to complete 42 credits, 36 of which are taken prior to comprehensive exams. All students in the Ph.D. program are required to pursue two semesters of full-time study during the first

year and must, in the course of their studies, complete at least two seminars (one of which may be the Dissertation Seminar) and at least two colloquia (one in the major and one in a minor area).

Plan of Study: By the conclusion of the first semester, and after full consultation with their professors and the Director of Graduate Studies, students file a plan of study leading to the comprehensive examination. This plan of study consists of three areas of concentration, including one designated as the major area. From within this major area, students choose two fields of study. Because students are expected to develop a mature understanding of this major area as a whole, one of these two major fields should be general in nature. Students then select one field of study from each of two additional areas of concentration.

Usually faculty require that students take at least some formal coursework in each field and expect students to develop and master a reading list of important books and articles. With the approval of the advisor and the Director of Graduate Studies students may offer, as one of the two minor areas, a discipline related to History or a topic within that cuts across traditional geographical or chronological boundaries. When considered necessary to a student's program, the department may require advanced-level work in a related discipline, either as a minor field or as supplemental work. This plan of study may be reviewed, evaluated and revised whenever necessary. However, changes must be approved by the faculty advisor and the Director of Graduate Studies.

Language Requirement: Ph.D. candidates, with the exception of medievalists, must pass two language exams. Students concentrating in United States history may substitute competency in a field of particular methodological or theoretical relevance to their program of study for competency in a second foreign language. To do so, students must petition the Graduate Committee for the substitution and explain the nature of the field and its importance to the plan of study, particularly the dissertation. The student's faculty advisor certifies that the student has acquired the appropriate skills and knowledge. Medievalists must pass three language exams, one of which must be Latin or Greek.

The Comprehensive Exam: The student's oral comprehensive examination will be conducted by an examining board composed of four faculty members—two from the student's major area and one each from the two minor areas. A written examination may be substituted for an oral exam at the joint discretion of the student and the student's committee.

The Dissertation: Students must have a dissertation topic before taking and passing comprehensive exams. The last six credits earned for the degree, taken after the comprehensive exams, will be focused explicitly on the dissertation. These should include the Dissertation Seminar. Dissertation proposals, written in the Dissertation Seminar, must be approved by the student's dissertation committee, consisting of three faculty, one of them designated as advisor. Proposals must be completed by the end of the semester following the passing of comprehensive exams and filed with the department. The completed dissertation must be approved by a committee of three readers—the faculty advisor and two other faculty members—and approved by the Director of Graduate Studies. It must also be defended at a public oral defense.

Master of Arts Programs

The M.A. degree in History is offered with concentrations in Comparative World, Early Modern European, Latin American, Medieval, Modern European (encompassing British, Irish, and Continental European), and United States history. The department also offers coursework in African, Middle Eastern, and Asian history. In addition, the department sponsors interdisciplinary work leading to a Master's degree in Medieval Studies.

The Master of Arts in Teaching (M.A.T.) program for secondary school History teachers is administered by the Lynch School of Education. It requires admission to both the Graduate School of Education and to the Department of History. For further information on the M.A.T., please refer to the LSOE section on Master's Programs in Secondary Teaching or call the Lynch School of Education, Graduate Admissions Office, at (617) 552-4214.

Requirements: The M.A. degree in History requires 30 graduate credits, a distribution requirement for each particular program, and an oral comprehensive examination.

Students are not allowed to complete the M.A. program by attending only summer sessions, but are required to take a total of at least four courses (12 credits) during the regular academic year.

Plan of Study: All candidates for the M.A. in History are encouraged to pursue an individual course of study developed in conjunction with their faculty advisor and selected by the student during the first year in the program. In making their selection of courses and seminars, students are urged to widen their chronological and cultural horizons while deepening and specifying one special area of concentration.

Students must choose a major and minor field. As many as seven courses (21 hours) can be taken in the major field. Major fields for the M.A. are Comparative World, Early Modern European, Latin American, Medieval, Modern European (encompassing British, Irish, Continental European, and Russian), and United States history.

The minor field is made up of a minimum of three courses (nine hours), at least one of which must be a graduate level course. Minor fields can be chosen from the same list of major fields or can be more conceptual or historiographical. Such fields, for example, could include a field in economic, social or labor history; or could concern race, gender, or world history. Minor fields must be approved by the Director of Graduate Studies.

Students whose prior academic preparation warrants an exception to the above requirements may, with the consent of their faculty advisor, request permission to substitute a different proportion or variety of courses and areas than those generally required. The opportunity for study in a major or minor area is open to the extent that the department offers sufficient courses in the student's area of interest.

Students may study in departments outside history, and, with the permission of the Graduate Committee, a candidate whose advisor so recommends may earn as many as six credits in Classics, Economics, English, Political Science, Sociology, or other related disciplines. Graduate credits earned in a related discipline will be included in the distribution requirements for the appropriate area.

In addition to the general requirements for the M.A. degree, students in the History program are required to complete a seminar in their major area.

Language Requirement: Master's candidates must pass a foreign language reading examination, ordinarily in French, German, Russian, or Spanish. Another foreign language, when relevant to the research of the student, may be substituted with permission of the Graduate Committee.

Exam and Thesis: Students must take an oral comprehensive examination administered by the student's advisor and one additional faculty member—from the minor area.

Students planning to pursue a career in teaching may choose an alternative, teaching-focused comprehensive exam. This would require the student to present and defend a portfolio before their faculty advisor and a professor from the minor field. The portfolio would include, but not be limited to, a substantial research paper in the major field; two original syllabi designed for courses, one in the major and one in the minor field; and historiographical essays on both the major and minor fields.

Students may complete the Master's degree with or without a thesis. Those wishing to write a thesis should complete all of the other requirements for the degree and then request permission. The thesis counts for six credits and must be approved by the candidate's faculty advisor.

Medieval Studies

Students interested in an M.A. in Medieval Studies will be expected to take at least nine credits in Medieval history and at least six credits of graduate study in a related discipline. If the student is doing a thesis, it will be written under the direction of a member of the History Department and will be read by a member of the department in the related field of study. The candidate must pass a language exam in Latin.

Applications to the M.A. and Ph.D. Programs

The deadline for applications to the graduate programs in history is January 2. Ph.D. and M.A. applicants must submit GRE general scores (the GRE in History is not required), official undergraduate and graduate transcripts, at least three letters of recommendation, a statement of purpose emphasizing intellectual interests, a writing sample (a paper written for a recent course or one written expressly for the application), and all the application forms.

Funding

The History Department has a highly competitive Ph.D. program, but one which guarantees five years of funding to all incoming Ph.D. students contingent upon satisfactory academic performance and progress towards the degree, as well as satisfactory performance in teaching as evaluated by the faculty of the Department of History.

Students interested in the Doctoral or Master's programs should write to:

Director of Graduate Studies
History Department
Boston College
Chestnut Hill, MA 02467
e-mail: rebecca.rea.1@bc.edu

Undergraduate and Graduate Course Offerings**HS 302 From Sun Yat-Sen to the Beijing Olympics (Fall: 3)**
Offered periodically

The World's Fair was held in Shanghai in May 2010. Sun Yat-Sen was declared the first president of the Republic of China almost one hundred years earlier, thereby ending centuries of dynastic history. In the years since, in addition to great leaps forward and long marches, there have been wars civil and international, revolutions cultural and economic, and an Olympics thrown in as well. This survey course of twentieth-century Chinese history encompasses these tumultuous events as well as aspects of the political system, minorities, environment, human rights, and contemporary culture.

Jeremy Clarke, S.J.

HS 303 Late Imperial China (Fall: 3)
Offered periodically

In the course of the three centuries between 1600 and 1900, the Chinese empire soared to new heights of expansion and power, and sank to fatal depths of disunity and revolt. By 1912, the last imperial dynasty had been overthrown in the name of nationalism, democracy and revolution. This course traces the complex history of this time by examining how the empire was constructed and deconstructed—culturally, socially and politically. Class assignments will help uncover a variety of Chinese voices, both as mediated by scholars, filmmakers and others, and as expressed more directly in primary sources in translation.

Rebecca Nedostup

HS 316 Chinese Politics as Cultural Experience (Spring: 3)
Offered periodically

Rebecca Nedostup

HS 320 Modern Brazil (Spring: 3)
Offered periodically

This course covers the making of the modern Brazilian state, from the rise of the Brazilian Empire in 1808 through the modern day. Through readings and the analysis of both popular and documentary films, we focus on the importance of race, class, and violence in the abolition of slavery, the rise of the state, the militarization of government, and the foundation of Brazil's modern government.

Zachary Morgan

HS 325 Revolutionary Cuba: History and Politics (Fall: 3)
Offered periodically

This course has as its focus Cuba's foreign and domestic policies since the revolution. Because Cuba is, in Fidel Castro's words, a "Latin African" country, some attention will be focused on the issue of race and the revolution in Cuba. Likewise, the history of Cuba's policies in Africa and the Caribbean will be looked at closely. It is, however, not a traditional course in diplomatic history. It explores the interface between domestic and foreign policy throughout, relating this to the specific case of Cuba since 1959.

Frank Fonda Taylor

HS 326 History of Modern Iran (Fall: 3)
Offered periodically

The objective of this course is to analyze the trends and transformations in the political, social and cultural history of Iran from the late nineteenth century to the present. Particular emphasis will be placed on the following topics: Iran's encounter with the West in the

nineteenth century and its impact on the country's economy and society; social and religious movements in the nineteenth century; the causes and consequences of the Constitutional Revolution of 1905-1909; Iran's modernization and political development under the Pahlavis (1925-1979); the causes and consequences of the Iranian Revolution of 1979; Iran's postrevolutionary experience as an Islamic Republic.

Ali Banuazizi

HS 328 Mexican Revolution (Fall: 3)
Offered periodically

This course is an in-depth study of the Mexican Revolution, one of the most important developments in Latin America, and the world's first social revolution of the twentieth century. Although we will focus on the years of revolutionary violence (1910-1917), the course begins with Mexican independence in 1810 and traces the roots of the Mexican Revolution through the pre-Revolutionary Porfiriato (1867-1910). We will also focus on the socioeconomic and political impact in the post-Revolutionary period between 1920-1940. In short, the Mexican Revolution will be a vehicle for studying the emergence of the modern Mexican nation.

Zachary Morgan

HS 329 The Caribbean During the Cold War, 1962-1989
(Spring: 3)
Offered periodically

The focus is the Caribbean, a vitally strategic area as attested to most recently by the U.S. invasions of the Dominican Republic in 1965, Grenada in 1983, or Panama in 1989. The efforts of these small states to overcome their vulnerabilities provide a most fascinating subject. Of added interest is the fact that outside of Africa, the Caribbean countries are virtually the only sovereign communities of people of African descent in the world. We will analyze the historical ambience within which the states of the Commonwealth Caribbean operate and evaluate their attempts at maximizing their independence.

Frank Fonda Taylor

HS 330 Religion in Latin American History (Spring: 3)
Offered periodically

This upper level course looks at the various ways in which religious thought and practice have been inseparable from the course of Latin American and Caribbean history from the Pre-Conquest period to the present era. Emphasis is placed on the spiritual praxis of the pre-Conquest Andes, and the subsequent consequences of the Christian conquest, debates about Christianity and Conquest on Hispaniola in the 1500s, Islam and slave rebellion, Vodun in the Haitian history, the Church and the Mexican Revolution, and Theology of Liberation.

Deborah Levenson-Estrada

HS 332 Afro Latin America (Fall: 3)
Offered periodically

The course examines the impact of slavery on the Americas, shifting the focus outside of the United States. We will examine the growth of the modern plantation in the nineteenth century (especially in Brazil and Cuba), examine the various paths to abolition we see throughout Latin America, and through a series of case studies, examine various forms of African-American identity and community.

Additionally we will look at the comparative abolition of slavery in the U.S. and Cuba, as well the role of race in the struggle between Haitians and Dominicans on the island of Hispaniola.

Zachary Morgan

HS 344 History and Historiography of the Arab Israeli Conflict (Spring: 3)

Offered periodically

This course introduces students to the history of the Arab-Israeli conduct from the inception of the Zionist movement in the nineteenth century until the end of the twentieth century. Given that history itself is a site of contestation in this conflict, the course will focus equally on the various and conflicting historical narratives, and will explore fundamental issues in the relationship between history writing and ideology, especially the use of history as a tool for the shaping of collective identities, and for legitimizing and justifying nationalist claims.

Dana Sajdi

HS 347 The Asia-Pacific War (Spring: 3)

Offered periodically

This course explores the centrality of World War II to the history of twentieth century East Asia with respect both to the preceding age of imperialism and colonialism and to the memory of the war, which continues to complicate East Asian relations today. The term "Asia-Pacific War" explicitly links the conflict between Japan and the United States commonly known as the Pacific War (1941-45) to Japan's expansionist ventures in Korea, Taiwan, the Chinese mainland, and southeast Asia, and considers the cultural and intellectual dimensions of the war along with the political and military cities.

Rebecca Nedostup

Franziska Seraphim

HS 355 Human Rights as History (Fall: 3)

Offered periodically

One of the major developments in world history since World War II has been the rise of a universal human rights culture. This course will explore this development in historical perspective, tracing the origins of the language of human rights back to the eighteenth century and the French Revolution and interrogating its development in the nineteenth and twentieth centuries. We will examine the potential of "human rights" in international politics but also the limitations of human rights claims. We will ask who has rights and when, and who the major actors are in pushing rights claims: governments, revolutionaries, and NGOs.

Devin Pendas

HS 359 History of Terrorism (Fall: 3)

Offered periodically

This course examines the genesis and shifting development of the phenomenon of terrorism in the modern era. We will investigate ideas and arguments behind the various forms of political terror that have emerged in the nineteenth and twentieth centuries. Emphasis will be placed on problematizing and historicizing the relationships between violence and democracy. Primary topics include the Terror of the French Revolution, anarchism, and totalitarian state terror, and we will also have occasion to touch on anti-colonial violence, 1960s radicalism, and, obviously, Al Qaeda and jihadism.

Julian Bourg

HS 360 History of Racism (Fall: 3)

Offered periodically

A broad chronological survey of a topic of major social significance. Themes are drawn from different cultures in order to establish what is distinctive to racism in the modern Euro-American world. Moving beyond white-black polarities in the United States, this course will complicate our understanding of race and racism, categories which themselves must not be taken for granted, but instead must first be analyzed before the phenomena they supposedly define can be studied. These problematic categories must then be set in time and place so that we can understand how, when, and where, they do or do not emerge.

Benjamin Braude

HS 366 South Asia and the World, 1650-2000 (Spring: 3)

Offered periodically

This class examines the global impact of things, ideas and people that had their origin in the Indian subcontinent from the seventeenth century to the present. Beginning with the export of Indian cotton cloth, which reshaped tastes and fashion around the world, the course moves to the global diffusion of Indian philosophical ideas from the eighteenth century, the global role of the Indian Army in supporting British political dominance in the nineteenth, the migration of South Asians to Southeast Asia, East Africa and the Caribbean, and considers yoga and curry, which have gone global in our own times.

Prasannan Parthasarathi

HS 373 Slave Societies in the Caribbean and Latin America (Fall: 3)

Offered periodically

Over 90 percent of slaves imported into the Americas during the Atlantic slave trade were brought to the Caribbean Islands and South America. The Caribbean Islands received 42.2 percent of the total slave imports and South America 49.1 percent. Among the topics covered are the rise and fall of slavery, the economics of slave trading, slave demography, patterns of slave life, slave laws, slave resistance, slave culture, social structure and the roles of the freed people. The compass of the course embraces a variety of English, French, Portuguese, Spanish, and Dutch speaking countries and a comparative approach.

Frank Fonda Taylor

HS 401 The Reformation (Fall: 3)

Offered periodically

This course will explore the religious and social history of the Protestant and Catholic Reformations. We shall examine in detail the major theological and ecclesiological questions of the sixteenth century. We shall consider these questions by focusing on the ideas and activities of Erasmus, Luther, Calvin, Ignatius Loyola, and Teresa of Avila. However, we shall also devote considerable attention to the opinions and religious practices of the ordinary believer, Protestant and Catholic, female and male, peasant and aristocrat.

Virginia Reinburg

HS 410 Disunited Kingdom (Fall: 3)

Offered periodically

This course will provide an overview of British and Irish history in the nineteenth and twentieth centuries by exploring issues of nationalism and culture within both the United Kingdom and Ireland. Although Ireland and Irish-British relations will be the primary focus

of the course students will also consider how Scotland and Wales have developed dual identities which enable citizens of both nations to consider themselves “British” as well as Scottish or Welsh.

Robert Savage

HS 419 Media and Modern Ireland (Fall: 3)

Offered periodically

This course is not open to students who have taken HS 378.

This course will use a variety of sources including feature and documentary film to address the transformation of twentieth century Irish society. Students will work with an array of primary and secondary sources to consider how the development of an indigenous film industry and an electronic media challenged and ultimately undermined a conservative political, cultural, and religious consensus that dominated life in post-independence Ireland.

Robert Savage

HS 421 Irish Women Emigrants: The Irish and American Contexts (Fall: 3)

Offered periodically

An outstanding characteristic of emigration from Ireland to North America was the large number of women in the emigration stream. This seminar course will examine Irish women and emigration beginning with a study of conditions in Ireland that resulted in women leaving in such large numbers. Following that will be an examination of their experience as immigrants in North America. Emphasis in the course will be on the use of research tools in historical work on Irish women, utilizing primary source materials such as estate papers, the letters women wrote home, and database characteristics of Irish women in America.

Ruth Ann Harris

HS 422 Church and State in Twentieth Century Ireland (Fall: 3)

Offered periodically

The Department

HS 425 Twentieth-Century Britain (Fall: 3)

Offered periodically

A survey of Great Britain since 1900 concentrating on social and economic history. The course deals with such topics as the decline of Britain's economic superiority, changes in social structure, the rise of the working class, changes in political ideologies, and the growth of the welfare state.

Peter H. Weiler

HS 435 Ireland Before the Famine (Fall: 3)

Offered periodically

The course will focus on the social and economic determinants of Irish political history during the early Penal era, the Age of Revolution, the struggle for Catholic Emancipation and the mid-century crisis. Themes explored will include economic development, sectarianism, republicanism, colonialism, and women's studies.

Kevin O'Neill

HS 438 Ireland Since the Famine (Spring: 3)

Offered periodically

This course will explore the complex political, cultural, and social history of Ireland since the Great Famine. Topics considered will include the Irish Famine, the emergence of the Irish Republican Brotherhood, Parnell and the Land War, Unionism, and the Crisis of Home Rule. We will also address the Gaelic and literary revival, woman's suffrage, the struggle for independence, Civil War and the

partition of the island, economic development, The Troubles, and the emergence of the Celtic Tiger that has transformed Ireland over the past decade.

Robert Savage

HS 454 Twentieth and Twenty-First Century Russia (Fall: 3)

Offered periodically

Whither Russia? What does the future hold in store for the world's largest nation, which has long surprised, amazed, horrified and astonished outside observers? We will seek to answer this question by surveying this nation's stormy course from Tsar Nicholas II to Putin and Medvedev, with emphasis on the Soviet period. Topics include the revolutionary movement, the Revolutions of 1905 and 1917, the Civil War, the NEP, Stalinism, industrialization, collectivization, political terror, World War II, the Cold War, de-Stalinization, Stagnation, Perestroika, the Fall of Communism, the dissolution of the USSR, the Great Post-Soviet Depression, and revival under Putin and Medvedev.

Roberta Manning

HS 456 Russia and the Cold War (Fall: 3)

Offered periodically

A survey of twentieth century foreign relations and military history under successive Russian leaders from Lenin to Putin, with particular emphasis on the period after World War II. Topics to be covered include the Russian Revolution and its challenge to the international order, the two World Wars, the Cold War, the nuclear arms race, Détente, the fall of Communism and disintegration of the USSR, withdrawal from Eastern Europe, the two Chechen Wars, and Putin's efforts to emerge from Russia's crisis and diplomatic isolation via Entente with China, the U.S., and NATO in the new War Against Terrorism.

Roberta Manning

HS 460 Hitler, Churches, and the Holocaust (Spring: 3)

Cross listed with TH 482

Offered periodically

See course description in the Theology Department.

Donald Dietrich

HS 489 France in the Nineteenth Century (Spring: 3)

Offered periodically

Beginning with an investigation of France's condition as it emerged from the great Revolution, the course will continue with Napoleon's liquidation of the Revolution and then trace the revolutionary legacy as it worked itself out in the political and social movements of the nineteenth century. The story of French economic development will be interwoven with the turbulent political and social history of the succeeding monarchies, empires, and republics, and the intervening revolutions of 1830, 1848, and 1870-71. The course will conclude with an examination of France on the eve of the World War I.

Paul G. Spagnoli

HS 509 Eighteenth-Century America (Spring: 3)

Offered periodically

The eighteenth century was a time of extreme paradox and rapid change in American history. It brought wider freedoms for whites yet slavery's expansion, the growth of cities yet the idealization of the rural farmer, growing secularism and faith in reason alongside the emotional fervor of the Great Awakenings. In this course, we will

explore the society, culture, and world views of eighteenth century Americans. The course will consist of reading and discussion, with some lectures and workshops on art and music.

Cynthia Lyerly

HS 514 The American Civil War and Reconstruction (Fall: 3)

Offered periodically

In this course, we will study how the wrenching changes of the Civil War era created modern America. We will study political and military developments from 1861 to 1865, and will also focus on changes in government, economy, and society in the North, South and West during and immediately after the war years.

Heather Cox Richardson

HS 518 U.S. Constitutional History II (Spring: 3)

Offered periodically

These courses focus on U.S. Constitutional history from the birth of the republic to the Civil War as well as the United States Supreme Court's interpretation of the Constitution.

Alan Rogers

The Department

HS 528 Health and Disease in the African American Experience

(Spring: 3)

Offered periodically

This course examines the historical relationships between race, medicine, and health care from the era of New World slavery to the age of AIDS. In doing so, we will pay particular attention to the role of ideas of racial difference in the production of medical knowledge, the historical persistence of racial disparities in the delivery of health care, and folk and professional healing within the African American community.

Martin Summers

HS 533 Papacy and the American Imagination (Spring: 3)

Offered periodically

Charles Gallagher, S. J.

HS 538 Gender in American History (Fall: 3)

Offered periodically

This course will explore changing and competing conceptions of manhood, womanhood, and gender relations in American history. Particular attention will be paid to the ways various constructions of gender have served the interests of a race, ideology, or class in American history, the relational nature of gender roles, and the ways prevailing gender ideals influenced men's and women's experiences in America.

Cynthia Lyerly

HS 544 American Masculinities (Spring: 3)

Offered periodically

This course surveys the history of masculinity in the United States from the colonial era to the late twentieth century. It explores how men and women have constructed ideas of manhood; how those ideas have been shaped by other categories of identity—such as race, ethnicity, class, sexuality, and region; and how men have performed their identities as gendered beings. This course will examine the ways in which masculinity has been historically constituted in the United States and how men and women of varying backgrounds have affirmed, contested, and/or disrupted these historically-constituted meanings of manhood.

Martin Summers

HS 546 Asian Americans and U.S. Wars (Fall: 3)

Offered periodically

Wars have been central to the relationship between the United States and Asia and to the history of Asian Americans. This course explores the ways in which twentieth century American wars, in Asia and elsewhere, have transformed migrations between Asia and the U.S. as well as war's impact on Asian Americans, social, economic, political and cultural life. Rather than emphasizing geopolitics, we will focus on themes of migration, citizenship, U.S. imperialism, nationalism and transnationalism. The broad scope of this course will also allow us to examine such concepts as race, gender, national identity, power and cultural representations.

Arisa Oh

HS 551 The United States, 1929-1960 (Fall: 3)

Offered periodically

This course not open to students who have taken HS 549.

This course will explore the significant political, economic and social developments in the United States between the election of Woodrow Wilson and the death of Franklin D. Roosevelt. Among the topics to be examined are the Progressive Spirit, the emergence of a consumer society, the ethnic and religious tensions in American life, the Great Depression and the New Deal, and American involvement in this century's two World Wars.

Mark I. Gelfand

HS 552 The United States Since 1960 (Spring: 3)

Offered periodically

This course is not open to students who have taken HS 550.

This course will explore the significant political, economic, and social developments in the United States since the end of World War II. Although the focus will be on domestic affairs; foreign policy will also be discussed to the extent that it affected internal events. Among the topics to be examined are post-war prosperity, the Red Scare, the struggle for racial and sexual equality, student protests in the 1960s, the problems of the modern presidency, and the contemporary crisis in the American economy.

Mark I. Gelfand

HS 555 Slavery, Race, and Abolition (Spring: 3)

Offered periodically

This course will explore the central moral conflict in early America through the lens of cultural, religious, intellectual, and social history. We will examine the rise of abolition and the change in antislavery ideology and tactics over time, the proslavery argument, the way debates over slavery influence American culture and society, racism and efforts to combat it, and the widening moral and cultural rifts between North and South over slavery. We will explore these issues by reading both the original pamphlets, newspapers, and books of the era and the pivotal interpretive works by historians.

Cynthia Lyerly

HS 561 A Tale of Two Cities: New York and Boston (Spring: 3)

Offered periodically

Mark I. Gelfand

HS 565 American Immigration I to 1865 (Fall: 3)

Offered periodically

This is the first half of a two-semester lecture course on American immigration. The first half covers the period up to 1865 and the second from 1865 to the present. Each half can be taken

independently of the other. This semester we examine the history of immigration in the colonial and ante-bellum eras, focusing on the overseas origins of migration, both voluntary and involuntary; the parallel development of slavery and freedom in early America; the definition of citizenship, ethnicity, and assimilation in the national era; and the histories of Native Americans, African Americans, and British, German, and Irish migrants.

Kevin Kenny

HS 566 American Immigration II from 1865 (Spring: 3)

Offered periodically

This is the second half of a two-semester lecture course on American immigration. The first half covers the period up to 1865 and the second from 1865 to the present. Each half can be taken independently of the other. This semester we examine the history of Irish, Italian, Jewish, Latino, and Asian Americans since the Civil War, with particular attention to the overseas origins of migration; patterns of settlement and mobility; questions of ethnicity, race, labor, and class; anti-immigrant sentiment; and government policy.

Kevin Kenny

HS 570 Social Action in Urban America (Fall: 3)

Offered periodically

This course examines the history of social action in the United States from the 1890s to the present. Looking at the grassroots level, we will do case studies of several liberal and radical social movements including Populism, the settlement house movement, the labor movement, the Civil Rights Movement of the 1960s, and the community organizing movement of the 1970s. In addition to the class, there is a community service component that may be fulfilled through participation in PULSE or other volunteer programs in the Boston area. Students will investigate the history of their own community organization.

Marilynn S. Johnson

HS 571-572 U.S. Foreign Relations I and II (Fall/Spring: 3)

Students will examine conflicting interpretations of America's role in the world and trace how that role has changed as the nation grew from thirteen isolated, parochial communities on the Atlantic coast to the greatest military, and economic superpower in history. Important topics include the territorial expansion of the American empire, the development of—and debate over—constitutional powers, and the struggle for American markets in Asia and elsewhere.

Seth Jacobs

HS 575 Terror and the American Century (Spring: 3)

Offered periodically

The aim of this course is to show how terror and violence have affected the United States from the late nineteenth century up to 9/11 and through the current U.S. military operations in Iraq and Afghanistan. It aims to show that while differing in scope and human loss, the latter events, including the so-called Global War on Terror, have certain antecedents in the U.S. experience. The course will concentrate on the theme of terror, both domestic and foreign, and examine the government response to terror and subversive groups aiming to overthrow the government or inflict harm upon its citizens.

Charles Gallagher, S.J.

HS 590 History of Psychology (Fall: 3)

Offered periodically

A hundred years ago, psychology was a tiny academic specialty called mental philosophy. In a matter of decades, however, psychology burgeoned into an enormous field influencing both scholars and the popular imagination. What accounts for its rise to its all-powerful position? We will examine the twentieth century trajectory of psychology, asking how it has shaped, and been shaped by, cultural, social, and political conditions, and exploring major thinkers such as William James, Sigmund Freud, B. F. Skinner, Stanley Milgram, Abraham Maslow, and others. This course is a seminar open to graduate students and upper level undergraduates by permission of the instructor.

Nadine Weidman

Graduate Course Offerings

HS 799 Readings and Research: Independent Study (Fall/Spring: 3)

Prerequisites: Permission of instructor

Graduate students who wish to pursue a semester of independent readings with individual faculty members under this category must secure permission of the faculty member. Lists of faculty members and their fields can be obtained from the Department.

The Department

HS 802 Graduate Colloquium: Introduction to Doctoral Studies

(Fall: 3)

Offered periodically

This graduate colloquium is required for and limited to first-year doctoral students in history. The course will explore a range of theoretical and methodological approaches to the study of the past. Exemplary works from a range of regional historiographies will constitute a significant portion of the course reading. The course aims to introduce entering students to central traditions and debates in the discipline.

Devin Pendas

HS 805 Graduate Colloquium: Nation, Religion, and the Meaning of Modern (Fall: 3)

Offered periodically

Whereas it was once presumed that affiliation to the nation would replace religion as a universal experience of modernity, it is clear that religion has been both part and parcel of the rise of the nation-state and one of the greatest sources of tension within projects of state-sponsored modernization. Furthermore, the secularization thesis and the notion of “church” and “state”—increasingly seem less like norms and more like anomalies. We will explore the state of the field on religion and nation, and use this topic as a means of introducing broad questions about modernization in Western and non-Western contexts.

Rebecca Nedostup

HS 816 Archeology in the Classroom (Spring: 3)

Offered periodically

This course is designed to introduce history teachers to recent work in archaeology that will translate well into the classroom. The beauty of archaeology is not only that it captures students' imaginations, but that much of the work archaeologists now do is scientific. Integrating archaeology into the classroom allows history

teachers to develop a curriculum and set of assignments that help students improve their skills not only in reading, writing, and analytical thinking, but in scientific and quantitative thinking as well.

Robin Fleming

HS 830 Graduate Colloquium: U.S. Imperialism and Pacific World (Fall: 3)

Offered periodically

Although the concept of the “Atlantic World” is a staple in the study of history, the “Pacific World” has not received the same attention. This course explores the idea of a Pacific World and the United States’ role in its construction and perpetuation. Focusing on relationships among and between the various countries of East and Southeast Asia and the U.S., we will examine the political, cultural and social connections of the Pacific Rim and consider how American economic, cultural and military activities have contributed to its rise as an imperialist power in this region.

Arisa Oh

HS 841 Graduate Colloquium: Ireland and Europe in the Twentieth Century (Spring: 3)

Offered periodically

This colloquium will explore in detail the origins of the political crisis in Northern Ireland. Students will be expected to read a number of books and articles that consider the history of modern Ireland and Anglo-Irish relations. Particular attention will be paid to political, economic and social developments in Northern Ireland.

The Department

HS 848 Graduate Colloquium: European Intellectual History (Fall: 3)

Offered periodically

This graduate course will survey key debates in the historiography of late modern European intellectual life (circa 1880-2000). The goal of the course is to approach intellectuals, movements, and ideas in light of the methodological concerns of the historians who study them. We will examine key figures from Friedrich Nietzsche to Jurgen Habermas and pivotal schools of thought from positivism to neo-liberalism.

Julian Bourg

HS 872 Graduate Colloquium: U.S. History Since 1877 (Spring: 3)

Offered periodically

This course is designed to familiarize students with critical issues and interpretations in the field of American History since Reconstruction. We will pay particular attention to the relationship between recent developments in historiography and traditional approaches to modern American history.

Marilynn S. Johnson

HS 883 Graduate Colloquium: U.S. Foreign Relations, 1898-2003 (Spring: 3)

Offered periodically

The point of this course is to examine American foreign policy from the Spanish-American War to the onset of the Second Gulf War. The course showcases multiple ways of approaching the study U.S. foreign policy. We will identify the questions that bedevil diplomatic historians, and by reading competing interpretations, evaluate the strategies by which these historians—and sometimes political scientists

and even journalists—address them. By the end of the course, students will have a better understanding of the methods of doing U.S. diplomatic history and of the field as it is.

Seth Jacobs

HS 888 Interim Study (Fall/Spring: 0)

The Department

HS 902 Graduate Seminar: Writing History (Fall: 3)

Offered periodically

This course combines a passion for history and a dedication to writing. We will examine the process of writing a significant piece of work from idea to publication. We will explore ways in which historians write well, in diverse manners, for their particular audiences. Students will work on their own significant project and workshop the projects of others.

Heather Cox Richardson

HS 921 Graduate Seminar: Medieval History (Fall: 3)

Students in this seminar will write original research papers on some topic in medieval social, economic or political history. The topic will be one upon which the student and professor have agreed, and will be based primarily on original sources. Students will not only be required to write a paper, but to read and critique all papers written in the seminar. The final paper will be a polished and rewritten piece incorporating the critiques of the professor and other graduate students in the seminar.

Robin Fleming

HS 937 Graduate Seminar: Modern European History (Fall: 3)

Offered periodically

This course is designed to provide a structured setting within which students of modern European history can conceive and execute major research papers. The classes will focus primarily on historiography. Students will be free to select topics dealing with any aspect of modern European history and they will be encouraged to work in whatever national or regional setting they prefer and for which they have command of the language.

James E. Cronin

HS 971 Graduate Seminar: Nineteenth-Century America (Fall: 3)

Offered periodically

This seminar will explore selected topics in nineteenth-century American history. We will examine issues surrounding the identification, criticism, and use of primary sources, conventions of scholarly usage, and forms of historical argumentation. Each member of the seminar will identify a research topic, develop a proposal, conduct research in local archives, and present a substantial research paper for critique and revision.

Kevin Kenny

HS 978 Graduate Seminar: Twentieth-Century U.S. History (Spring: 3)

Offered periodically

This course is designed to allow students to explore in depth a topic of interest in the history of the United States in the twentieth century. Based on extensive research in archival and other primary sources, students will prepare a substantial research paper, suitable for publication in a scholarly journal. In addition, students will complete a number of research exercises, designed to improve their skills in the identification and interpretation of historical sources. Students will

read and critique drafts of one another's work, and each student will make a presentation of their paper in the format of a scholarly conference.

James O'Toole

HS 992 Graduate Seminar: Dissertation Seminar (Spring: 3)

The aim of this course is to bring together students beginning dissertations in various fields to discuss the substance of their research and problems of theory, method, and organization. Students will be expected to report on their dissertation proposal and to present, by the end of the semester, a section of the dissertation itself.

Virginia Reinburg

HS 997 Dissertation Workshop (Fall/Spring: 1)

All history graduate students, except non-resident students, who have finished their comprehensive examinations are required to enroll in the Dissertation Workshop.

The Department

HS 998 Doctoral Comprehensives (Fall/Spring: 1)

The Department

HS 999 Doctoral Continuation (Fall/Spring: 1)

The Department

Mathematics

Faculty

Gerald G. Bilodeau, *Professor Emeritus*; B.A., University of Maine; A.M., Ph.D., Harvard University

Paul R. Thie, *Professor Emeritus*; B.S., Canisius College; Ph.D., University of Notre Dame

Gerard E. Keough, *Associate Professor Emeritus*; A.B., Boston College; Ph.D., Indiana University

Joseph F. Krebs, *Assistant Professor Emeritus*; A.B., M.A., Boston College

Avner Ash, *Professor*; A.B., Ph.D., Harvard University

Jenny A. Baglivo, *Professor*; B.A., Fordham University; M.A., M.S., Ph.D., Syracuse University

Martin J. Bridgeman, *Professor*; B.A., Trinity College, Dublin; M.A., Ph.D., Princeton University

Solomon Friedberg, *Professor*; Chairperson of the Department; B.A., University of California, San Diego; M.S., Ph.D., University of Chicago

Margaret J. Kenney, *Professor*; B.S., M.A., Boston College; Ph.D., Boston University

G. Robert Meyerhoff, *Professor*; A.B., Brown University; Ph.D., Princeton University

Mark Reeder, *Professor*; B.A., Humboldt State University; M.S., University of Oregon; Ph.D., Ohio State University

Robert J. Bond, *Associate Professor*; A.B., Boston College; Ph.D., Brown University

Daniel W. Chambers, *Associate Professor*; B.S., University of Notre Dame; A.M., Ph.D., University of Maryland

C. K. Cheung, *Associate Professor*; B.Sc., University of Hong Kong; Ph.D., University of California at Berkeley

Robert H. Gross, *Associate Professor*; A.B., Princeton University; Ph.D., Massachusetts Institute of Technology

Benjamin Howard, *Associate Professor*; B.S., University of Chicago; M.S., Ph.D., Stanford University

Richard A. Jenson, *Associate Professor*; A.B., Dartmouth College; A.M., Ph.D., University of Illinois at Chicago Circle

William J. Keane, *Associate Professor*; A.B., Boston College; M.S., Ph.D., University of Notre Dame

Tao Li, *Associate Professor*; B.S., Peking University; Ph.D., California Institute of Technology

Rennie Mirollo, *Associate Professor*; B.A., Columbia College; Ph.D., Harvard University

Nancy E. Rallis, *Associate Professor*; A.B., Vassar College; M.A., Ph.D., Indiana University

Ned I. Rosen, *Associate Professor*; B.S., Tufts University; M.A., Ph.D., University of Michigan

Julia Elisenda Grigsby, *Assistant Professor*; A.B., Harvard University; Ph.D., University of California at Berkeley

Marie Clote, *Adjunct Assistant Professor*; M.A., D.E.A., University Paris VII

Robert C. Reed, *Adjunct Assistant Professor*; B.A., University of California at Berkeley; Ph.D., University of Wisconsin at Madison

Contacts

- Department Office: Carney Hall, Room 301
- Department Phone: 617-552-3750
- Department Fax: 617-552-3789
- www.bc.edu/math

Graduate Program Description

The Department of Mathematics offers programs leading to: (1) the Doctor of Philosophy (Ph.D.) degree in mathematics; to (2) the Master of Science in Teaching (M.S.T.) degree in education, in conjunction with the Lynch School of Education; and to (3) a dual Master of Arts/Master of Business Administration (M.A./M.B.A.) degree, in conjunction with the Carroll School of Management.

Ph.D. Degree Requirements

The requirements for the Ph.D. fall into five categories: coursework, examinations (Preliminary, Language and Comprehensive), teaching, a dissertation, and a residency requirement of two consecutive semesters with full-time registration.

Coursework: Students must complete at least 50 credit hours at the graduate level, including the first-year core curriculum, and receive a grade of B- or higher in at least 44 of these. The first-year program consists of core courses in Algebra (MT 806, MT 807), Geometry/Topology (MT 808, MT 809), Real Analysis (MT 810), Complex Analysis (MT 811), Graduate Teaching Seminar (MT 890), and Graduate Research Seminar (MT 892). The second year is devoted to electives. Students with prior comparable coursework may be exempted from one or more of the first-year graduate courses, upon approval of the Assistant Chair for Graduate Programs. Up to 18 credit hours of the coursework requirement may be waived for students with prior graduate work, upon approval of the Assistant Chair for Graduate Programs.

Examinations: There are three types of examinations: Preliminary, Language, and Comprehensive.

Preliminary: All students must take preliminary exams in two of the three following subjects: Real and Complex Analysis; Algebra; Geometry and Topology. These exams cover the material in the core first-year courses, and are typically taken at the end of May following the first year. They may also be taken at the start of the academic year and in mid-year. Preliminary exams are graded as follows: Ph.D. pass,

M.A. pass, or fail. Students are strongly encouraged to complete two preliminary examinations at the Ph.D. pass level by the start of their second year. The following two rules apply: (1) Students may re-take each preliminary exam once. (2) Students must pass two preliminary examinations at the Ph.D. pass level by the middle of their second year in order to continue in the program after their second year. Exceptions to these two rules require the approval of the Chair, who will consult the Assistant Chair for Graduate Programs and the student's instructors before arriving at a decision. Exceptions will be granted when there is clear evidence of potential to complete a degree in a timely way, or for special circumstances such as extended illness. A student with advanced preparation may choose to take one or more of the preliminary examinations immediately upon entering Boston College. In such a case, the examination would not count as one of the student's two attempts, and failure of the examination would have no negative consequences. Students who wish to take an examination upon entrance should notify the Assistant Chair for Graduate Programs in writing by mid-July that they intend to do so.

Language: This exam consists of translating mathematics from French or German into English. The student will select, in consultation with a faculty member, a book or substantial article in the chosen language and will be asked to translate passages from it with the aid of a dictionary.

Doctoral Comprehensive: After passing the preliminary exams at the Ph.D. level, the student requests that a department faculty member (tenured or tenure-track) serve as their research advisor. Upon agreement of the faculty member, the student, in consultation with the research advisor, forms a Comprehensive Examination Committee, consisting of the research advisor and at least two other members. Two members must be from Boston College; the chair must be a tenured or tenure-track member of the departmental faculty. Committee composition is subject to departmental approval. The comprehensive exam can be taken any time after the Comprehensive Examination Committee has been chosen. We recommend that it be taken as soon as possible, to allow time for dissertation research. The doctoral comprehensive exam consists of a research topic and one secondary topic, chosen by the student in consultation with the student's Committee. Typically these are based on topics courses or independent study completed by the student in the second and third years. The comprehensive exam has both a written and an oral component. In the written part the student is given a week to solve problems or answer questions in the chosen areas. The Committee then reads the student's work, and questions the student about it in the oral exam, which may range into related areas. After the oral exam the Committee grades the entire comprehensive exam as Pass with Distinction, Pass, or Fail. A student who fails the comprehensive exam may take it one additional time, but not sooner than the following semester.

Teaching: In addition to their responsibilities as teaching assistants and teaching fellows, students participate in the required Graduate Teaching Seminar in the fall semester of their first two years. The first-year teaching seminar is for teaching assistants, covering their responsibilities both to their students and their supervisors, and providing guidance on leading a classroom for the first time. The second-year teaching seminar is for teaching fellows, providing guidance for teaching one's own class.

Dissertation: Upon satisfactory performance on the Language and Doctoral Comprehensive Examinations, the student is eligible to be

admitted to candidacy for the Ph.D. To be admitted, the student formally constitutes a Dissertation Committee which is then approved by the Assistant Chair for Graduate Programs. The Comprehensive Examination Committee will typically become the student's Dissertation Committee; any changes of membership require the department's approval. At this point the student begins research for the doctoral dissertation. The dissertation must consist of original scholarly work. The Dissertation Committee will read and evaluate the completed dissertation and conduct an oral examination, at which the dissertation is defended in a public meeting. The dissertation is accepted when endorsed on the official title page by the Dissertation Committee after the oral examination. After ensuring that the format of the accepted dissertation conforms to Boston College requirements, the student submits the dissertation to the University.

Qualified students accepted to the program are offered financial aid stipends and tuition remission. It is anticipated that support will be provided for five years of study, given reasonable progress toward the degree and acceptable performance of Teaching Assistant/Fellow duties.

More information about the Ph.D. program can be found at the graduate program menu option at www.bc.edu/math.

Master of Arts Degree

Students enrolled in the Ph.D. program who receive at least an M.A. pass in two of the three preliminary exams and pass at least 30 credits of mathematics graduate courses, including at least five semesters of the first-year graduate courses in Real and Complex Analysis, Algebra, and Geometry/Topology, will receive an M.A. degree. Advanced undergraduate courses may count towards the 30 credits in meeting the M.A. requirements with the permission of the Assistant Chair for Graduate Programs. Students who skip a first-year course because of advanced preparation may substitute more advanced courses in any area, with the permission of the Assistant Chair for Graduate Programs. A student may receive an M.A. and continue on to a Ph.D. provided the student meets the Ph.D. requirements above.

Master of Science in Teaching Program

The Master of Science in Teaching (M.S.T.) program is administered through the Lynch School of Education in cooperation with the Department of Mathematics. Application for the program is made to the Lynch School of Education, and students must be accepted by the Lynch School of Education and approved by the Department of Mathematics.

This program is designed either for experienced teachers or for prospective teachers. It is a two-year program that consists of 46 credits, of which 31 are in Education and 15 are in Mathematics. All master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. Degree candidates draw up an overall plan of study with joint advisement from the Assistant Chair for Graduate Programs in Mathematics and the advisor for the M.S.T. program in the Lynch School of Education. For further information on the M.S.T., refer to the Master's Programs in Secondary Teaching in the Lynch School of Education section of the University Catalog or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Of the 15 credits which comprise the mathematics component of the M.S.T., candidates are required to complete MT 810-811 Real and Complex Analysis, which should be completed in the first year. The

other credits must be earned in MT courses at or above the 400-level. Because of certification requirements, unless approved equivalents have been taken previously, these required courses should include the following:

- MT 451 Euclidean and Non-Euclidean Geometry
- MT 426-427 Probability and Mathematical Statistics
- Some exposure to the use of computers in mathematics that may be accomplished by any Computer Science major course beyond Computer Science I

Other courses particularly well suited for this program are MT 430 Number Theory and MT 475 History of Mathematics.

M.S.T. candidates must also pass an oral comprehensive examination and submit a brief expository paper in some area of mathematics.

Mathematics M.A./M.B.A. Dual Degree

This dual degree program is offered in conjunction with the Carroll Graduate School of Management. Students must be accepted into the M.B.A. program by the Carroll Graduate School of Management, and approved by the Department of Mathematics. The program takes three years, the first of which is the same as the Mathematics Ph.D., except for the teaching and research seminars. The second year is all management, the equivalent to the first year of the M.B.A. program.

After completion of the second year, 24 credits remain, 12 each in mathematics and in management. A student may take six management credits in the summer, in which case only 18 credits need to be taken in the third year. Alternatively, all 24 credits may be taken in year three. Some Research Fellowships in CGSOM may be available.

The Mathematics requirements for the dual degree program are identical to the Mathematics M.A. described above, including the successful completion of the Preliminary Examinations at the M.A. pass level or higher. The Management requirements amount to the M.B.A. requirements minus 12 credits of electives.

Undergraduate and Graduate Course Offerings

MT 410 Differential Equations (Fall/Spring: 3)

Prerequisites: MT 202 and MT 210

This course is a junior-senior elective intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be the following: first order linear equations, higher order linear equations with constant coefficients, linear systems, qualitative analysis of non-linear systems, and an introduction to stability and bifurcations.

MT 412 Partial Differential Equations (Spring: 3)

Prerequisite: MT 410

This course investigates the classical partial differential equations of applied mathematics (diffusion, Laplace/ Poisson, and wave) and their methods of solution (separation of variables, Fourier series, transforms, Green's functions, and eigenvalue applications). Additional topics will be included as time permits.

MT 414 Numerical Analysis (Spring: 3)

Prerequisites: MT 202, MT 210, and familiarity with using a computer

Topics include the solution of linear and nonlinear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, and approximation theory.

MT 426 Probability (Fall/Spring: 3)

Prerequisites: MT 202, familiarity with using a computer

This course provides a general introduction to modern probability theory. Topics include probability spaces, discrete and continuous random variables, joint and conditional distributions, mathematical expectation, the central limit theorem, and the weak law of large numbers. Applications to real data will be stressed, and we will use the computer to explore many concepts.

MT 427 Mathematical Statistics (Fall/Spring: 3)

Prerequisites: MT 426, familiarity with using a computer

Topics studied include the following: sampling distributions, parametric point and interval estimation, hypothesis testing, goodness-of-fit, parametric and nonparametric two-sample analysis. Applications to real data will be stressed, and the computer will be used to explore concepts and analyze data.

MT 435 Mathematical Programming I (Fall: 3)

Prerequisite: MT 210

This course demonstrates how mathematical theory can be developed and applied to solve problems from management, economics, and the social sciences. Topics studied from linear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algorithm. Integer programming problems, and the transportation and assignment problems are considered, and algorithms are developed for their resolution. Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and non-linear programming.

MT 451 Euclidean and Non-Euclidean Geometry (Fall: 3)

Prerequisite: MT 216

This course surveys the history and foundations of geometry from ancient to modern times. Topics will be selected from among the following: Mesopotamian and Egyptian mathematics, Greek geometry, the axiomatic method, history of the parallel postulate, the Lobachevskian plane, Hilbert's axioms for Euclidean geometry, elliptic and projective geometry, the trigonometric formulas, models, geometry and the study of physical space.

MT 455 Mathematical Problem Solving (Fall: 3)

Prerequisites: MT 202, MT 210, and MT 216 (or equivalent mathematical background). Permission of the instructor required for students outside the Lynch School of Education.

Offered periodically

This course is designed to deepen students' mathematical knowledge through solving, explaining, and extending challenging and interesting problems. Students will work both individually and in groups on problems chosen from polynomials, trigonometry, analytic geometry, pre-calculus, one-variable calculus, probability, and numerical algorithms. The course will emphasize explanations and generalizations rather than formal proofs and abstract properties. Some pedagogical issues, such as composing good problems and expected points of confusion in explaining various topics, will come up, but the primary goal is mathematical insight. The course will be of particular use to future secondary math teachers.

MT 806 Algebra I (Fall: 3)

This course will cover the following topics: Group Theory (Group actions, Sylow, Nilpotent/Solvable, simple groups, Jordan-Holder series, presentations); commutative algebra (uniqueness of factorization, Jordan decomposition, Dedekind rings, class groups, local rings, Spec); finite fields; algebraic numbers; Galois theory; Homological algebra; and Semisimple algebra.

Graduate Course Offerings

MT 821 Number Theory I (Fall: 3)

Possible topics for this course include: Factorization of ideals, local fields, local versus global Galois theory, Brauer group, adèles and idèles, class field theory, Dirichlet L-functions, Chebotarev density theorem, class number formula, and Tate's thesis.

MT 831 Geometry/Topology III (Fall: 3)

This course will cover the following topics: differential geometry, hyperbolic geometry, three-dimensional manifolds, and knot theory.

MT 844 Riemann Surfaces (Fall: 3)

Offered periodically

This course will present some of the basic theorems about Riemann Surfaces from a modern point of view. Time permitting, topics will include the definition of a Riemann Surface (RS), branched coverings and topological properties of RS's, cohomology, the Riemann-Roch Theorem, the relationship between RS's and algebraic curves over the complex numbers, and uniformization.

MT 854 Fuchsian Groups (Spring: 3)

Offered periodically

Selected topics in the theory of Fuchsian Groups with emphasis on connections to the study of manifolds and orbifolds.

MT 890-891 Graduate Teaching Seminar I and II (Fall: 1)

These courses are designed to assist graduate students in making the transition to the duties of teaching assistants and fellows.

MT 892 Graduate Research Seminar (Spring: 1)

The research seminar is an opportunity for students to present their own research or give lectures on advanced topics. Participation in the research seminar is encouraged by the department. A student may be required by their advisor to participate and/or speak in the research seminar.

MT 899 Readings and Research (Fall: 3)

Prerequisite: Department permission required

This is an independent study course, taken under the supervision of a Mathematics Department faculty member. Interested students should see the Director of the Graduate Program.

Philosophy

Faculty

Richard Cobb-Stevens, *Professor Emeritus*; Ph.D., University of Paris

William J. Richardson, S.J., *Professor Emeritus*; Ph.L., Woodstock College; Th.L., Ph.D., Maître-Agrégé, University of Louvain

Jacques M. Taminiaux, *Professor Emeritus*; Doctor Juris, Ph.D., Maître-Agrégé, University of Louvain

Norman J. Wells, *Professor Emeritus*; A.B., Boston College; L.M.S., Pontifical Institute of Mediaeval Studies; A.M., Ph.D., University of Toronto

James Bernauer, S.J., *Professor*; A.B., Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D., State University of New York

Oliva Blanchette, *Professor*; A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Université Laval; Ph.L., Collège St. Albert de Louvain

Patrick Byrne, *Professor*; B.S., A.M., Boston College; Ph.D., New York State University

Jorge Garcia, *Professor*; B.A., Fordham University; Ph.D., Yale University

Richard Kearney, *Seelig Professor*; B.A., University of Dublin; M.A., McGill University; Ph.D., University of Paris

Peter J. Kreeft, *Professor*; A.B., Calvin College; A.M., Ph.D., Fordham University

Arthur R. Madigan, S.J., *Professor*; Chairperson of the Department; A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto

David M. Rasmussen, *Professor*; A.B., University of Minnesota; B.D., A.M., Ph.D., University of Chicago

Eileen C. Sweeney, *Professor*; B.A., University of Dallas; M.A., Ph.D., University of Texas at Austin

John Sallis, *Adelmann Professor*; B.A., University of Arkansas; M.A., Ph.D., Tulane University

Jeffrey Bloechl, *Associate Professor*; B.A., M.A., Catholic University of America; Ph.D., Katholieke Universiteit te Leuven

Gary Gurtler, S.J., *Associate Professor*; B.A., St. John Fisher College; M.A., Ph.D., Fordham University; M.Div., Weston School of Theology

Stuart B. Martin, *Associate Professor*; A.B., Sacred Heart College; L.M.H., Pontifical Institute of Mediaeval Studies; A.M., Ph.D., Fordham University

Marina B. McCoy, *Associate Professor*; B.A., Earlham College; M.A., Ph.D., Boston University

Vanessa P. Rumble, *Associate Professor*; B.A., Mercer University; Ph.D., Emory University

Jean-Luc Solere, *Associate Professor*; M.A. University of Paris-Sorbonne; Ph.D., University of Poitiers

Francis Soo, *Associate Professor*; A.B., Berchmans College; A.M., University of Philippines; B.S.T., Fu-Jen University; A.M., Harvard University; Ph.D., Boston College

Ronald K. Tacelli, S.J., *Associate Professor*; A.B., Boston College; M.Div., Weston College; Ph.D., University of Toronto

Sarah Byers, *Assistant Professor*; B.A., St. Joseph's University; M.A.; Ph.D., University of Toronto

Daniel McKaughan, *Assistant Professor*; M. Div., Princeton Theological Seminary; M.A., Ph.D., University of Notre Dame

Andrea Staiti, *Assistant Professor*; B.A., M.A., University of Milan; Ph.D., Albert Ludwig University of Freiburg and University of Turin

Brian J. Braman, *Adjunct Associate Professor*; B.S., Central Michigan University; St.B., Gregorian University, Rome; M.A., Gonzaga University; Ph.D., Boston College

David McMenamain, *Adjunct Associate Professor*; Director of PULSE Program; B.A., Fordham University; M.A., Villanova University; Ph.D., Boston College

Michael R. Kelly, *Adjunct Assistant Professor*; B.A., Ph.D., Fordham University

Thomas P. Miles, *Adjunct Assistant Professor*; B.A., Yale University; M.A., Cambridge University; Ph.D., University of Texas

Mary Troxell, *Adjunct Assistant Professor*; B.A., Amherst College; Ph.D., Boston University

Holly Vande Wall, *Adjunct Assistant Professor*; B.A., Macalester College; M.A., Boston University; M.A., Pacific School of Religion; Ph.D., University of Notre Dame

Contacts

- Administrative and Undergraduate Program Specialist: Peggy Bakalo, 617 552-3877, bakalo@bc.edu
- Graduate Program Assistant: RoseMarie DeLeo, 617-552-3847, rosemarie.deleo.1@bc.edu
- Staff Assistant: Bonnie Waldron, 617-552-3845, bonnie.waldron.1@bc.edu
- www.bc.edu/philosophy

Graduate Program Description

The Department of Philosophy offers M.A. and Ph.D. programs. These programs provide a strong emphasis on the history of philosophy (ancient, medieval, modern, and contemporary), and a special focus on Continental philosophy from Kant to the present. Faculty also teach and conduct research in metaphysics, philosophy of science, philosophy of religion, ethics, aesthetics, and social and political philosophy. Students have considerable flexibility in designing programs of study, and have access to the resources of Political Science, Theology, and other departments. If a desired course is not offered, please consult with the appropriate professor. It may be possible to arrange a Readings and Research course on the desired topic. For further information refer to our website at www.bc.edu/philosophy.

All applicants who are native speakers of English must submit the results of the Graduate Record Examination. All applicants who are not native speakers of English must submit the results of the TOEFL Examination. Admission to the doctoral program is highly selective (five or six admitted each year from over 250 applicants).

M.A. Program Requirements

Requirements for the M.A. are as follows:

- Ten courses (30 credits)
- Proficiency in one foreign language (Latin, Greek, French, or German)
- One hour oral comprehensive examination on a reading list in the history of philosophy.

It is possible, though not common, for students to write a M.A. thesis in place of two courses (six credits). The M.A. may be taken on a full-time or part-time basis. Departmental financial aid and tuition remission are not normally available for students seeking the M.A.

Ph.D. Program Requirements

Requirements for the Ph.D. are as follows:

- One year of full-time residence
- Sixteen courses (48 credits)
- Proficiency in logic (tested by course or by examination)
- Proficiency in two foreign languages (Latin, Greek, French, or German)
- Preliminary comprehensive examination
- Doctoral comprehensive examination
- Dissertation

- Oral defense of the dissertation
- Students entering the program with an M.A. in philosophy may be credited with six courses (18 credits) toward the Ph.D.

The preliminary comprehensive is a one hour oral examination on a reading list in the history of philosophy, and it is to be taken at the end of the student's first year. The doctoral comprehensive is a two hour oral examination on the student's dissertation proposal, a systematic problem, and two major philosophers; it is to be taken by November of the student's fourth year (third year, for students entering the program with the M.A. degree in hand).

Doctoral students are generally admitted with financial aid in the form of Research Assistantships and Teaching Fellowships. Research assistants and teaching fellows receive remission of tuition for required courses. Doctoral students generally teach after the first year; the program includes a seminar on teaching. Doctoral students are expected to pursue the degree on a full-time basis and to maintain satisfactory progress toward the completion of degree requirements. <http://www.bc.edu/catalog/pl/meta-elements/ssi/grad/phd.shtml>.

Dual Degree Program

These programs are designed for students who have an interest in philosophy of law, legal theory and jurisprudence, and who may eventually wish to go into legal practice or teaching in those fields. Students may complete their master's in philosophy and law degree in four years of joint study, or Ph.D. and law degree in seven. Students must apply to both the Law School and master's or Ph.D. program in the Philosophy Department of Boston College.

Institute of Medieval Philosophy and Theology

The Department of Philosophy and the Department of Theology are linked to the Institute of Medieval Philosophy and Theology. The Institute is a center that unites the teaching and research efforts of faculty members in the Philosophy and Theology Departments who specialize in medieval philosophy and theology. For information about the Institute of Medieval Philosophy and Theology, refer to the Research Centers in the About Boston College section of this catalog or to the website: at www.bc.edu/schools/cas/theology/graduate/special/med-phil.html.

The Lonergan Institute

Studies related to the work of Jesuit theologian and philosopher Bernard Lonergan (1904-1984) are sponsored by the Lonergan Institute at Boston College. The Institute supports the renowned Lonergan Workshop and other conferences, scholarship assistance, and operates the Lonergan Center, a center for research with an extensive collection of published and unpublished works. For more information, refer to the Research Centers in the About Boston College section of this catalog or to the website: www.bc.edu/lonergan.

Electives

If a desired course is not offered, please consult with the appropriate professor. It may be possible to arrange a Readings and Research course on the desired topic.

Undergraduate and Graduate Course Offerings

PL 442 Romanticism and Idealism (Spring: 3)

Offered biennially

Kant's transcendental idealism has been charged with divorcing the subject of understanding from the subject of moral experience. We shall examine the basis of this claim, as well as the attempts by

Romantic writers and German Idealists to provide a fresh account of the integrity of human experience. We begin examining Kant's attempt, in *The Critique of Judgment*, to bridge the moral and natural realms through aesthetics. We then trace the progressive emancipation of the imagination in the later development of German Idealism and Romanticism.

Vanessa P. Rumble

PL 448 Buddhist Thought and Practice (Fall: 3)

Cross listed with TH 548

See course description in the Theology Department.

John J. Makransky

PL 473 Jews and Christians (Spring: 3)

Cross listed with TH 474

This course is an exercise in interreligious learning, sponsored by the Boston College's Center for Jewish-Christian Learning.

Interreligious dialogue requires interreligious understanding. This course will build a foundation for genuine dialogue between Jews and Christians by posing fundamental theological questions in a comparative context. Students will gain an understanding of the other tradition while also deepening their understanding of their own, discussing such matters as the human experience of God, the purpose of human existence, the nature of religious community, and the ways that the communities respond to challenges, both contemporary and ancient.

James Bernauer, S.J.

Ruth Langer

PL 500 Philosophy of Law (Fall: 3)

Cross listed with LL 669

Offered periodically

This course is intended for both pre-law students and those interested in the contemporary interface of philosophy, politics, and law. The course will cover the following four topics: (1) brief overview of the history of interrelation between law and philosophy (Hobbes, Rousseau, Kant, and Hegel); (2) constitutional legal theory (Dworkin, Ackerman, Michelman, Breyer); and (3) political liberalism, public reason and international law (Rawls, Habermas); and (4) human rights and globalization. The course is intended both to provide an overview of these various positions and to enable students to take a critical stance toward current debates.

David M. Rasmussen

PL 508 Dante's *Divine Comedy* in Translation (Fall: 3)

Cross listed with RL 526, TH 559

See course description in the Romance Languages and Literatures Department.

Laurie Shepard

PL 509 Tibetan Buddhist Philosophy and Practice (Spring: 3)

Cross listed with TH 506

Offered periodically

See course description in the Theology Department.

John J. Makransky

PL 513 Anthropology of Karol Wojtyla/John Paul II (Spring: 3)

Cross listed with TH 515

Before he became Pope John Paul II, Karol Wojtyla had always been preoccupied with understanding the nature of the human person. This course is devoted to a critical analysis of Wojtyla's philosophical writings, especially "Love and Responsibility" and "The Acting

Person," in order to understand the full depth and richness of his relational anthropology. The course will also consider how this anthropology of the acting person is decisive for comprehending John Paul II's conception of freedom with his theory of action. That theory serves as the foundation for his moral theology articulated in encyclicals *Veritatis Splendor* and *Evangelium Vitae*.

Richard Spinello

PL 516 Epistemology (Spring: 3)

An exploration of course core issues in contemporary theory of knowledge emphasizing questions about the justification and rationality of belief. Topics to be considered include: the analysis of knowledge, skepticism and the sources of knowledge, theories of justification, rationality, and evidence. Our treatment of the reliability of perception, common sense realism, fallibilism, varieties of ampliative inference (such as inference to the best explanation, induction, and the use of probabilistic reasoning in decision theory), naturalized epistemology, recent trends in social epistemology, and the scope and limits of science will attend to intersections between epistemology, philosophy of science, and philosophy of mind.

Daniel McKaughan

PL 518 Philosophy of Imagination (Fall: 3)

Readings in the philosophy of imagination from ancient myth to post-modernity. Beginning with Biblical and Greek accounts of images and image-making, this course will explore three main paradigm shifts in the western history of imagination: (1) the ancient paradigm of the Mirror (Plato to Augustine); (2) the modern paradigm of the Lamp (Kant to Sartre); (3) the postmodern paradigm of the circular Looking Glass (Lacan to Derrida). The course will conclude with a critical evaluation of the political and ethical functions of imagination in our contemporary civilization of cyber fantasy, simulation, and spectacle.

Richard Kearney

PL 523 Nietzsche on Ethics and Virtues of Philosophy (Fall: 3)

This class will explore the central ideas of Friedrich Nietzsche, especially his ethical thinking. We will consider his notorious attacks on traditional ethics, but pay special attention to the positive ethical ideal Nietzsche advocates instead: the "free spirit," *Übermensch*, or "sovereign individual." This will involve a detailed discussion of Nietzsche's alternative conceptions of conscience, freedom, responsibility, and autonomy. We will also consider how philosophy is important here, exploring Nietzsche's critiques of traditional forms of philosophy and his hopes for a new "philosophy of the future," including the character traits of thinkers and their thinking that he believes constitute philosophical excellence.

Thomas P. Miles

PL 526 Introduction to Feminist Philosophies (Fall: 3)

In this course, we will examine a wide variety of feminist thinkers, including liberal feminists, radical feminists, phenomenologists, psychoanalytic thinkers, and Christian feminists. Special attention will be given to global approaches to feminism and the intersection of gender with differences of race and class, as well as power differentials between economically developed and developing countries. Men and women of all political backgrounds are welcome.

Marina B. McCoy

PL 531 Philosophy of Religion: New and Old (Spring: 3)
Offered periodically

In this course we consider several contemporary articles by famous philosophers recently working in the field of philosophy of religion, and then read important texts from the history of philosophy on the same topic, as a way of returning to the original questions and fleshing out the discussion. Contemporary authors include Peter van Inwagen, Eleonore Stump, Scott MacDonald, and Norman Kretzmann. Readings from the history of philosophy are mainly from ancient philosophy, late antiquity, and the middle ages. Topics include creation and evolution, suffering and theodicy, faith and knowledge of God, and God's relation to criteria of morality.

Sarah Byers

PL 534 Environmental Ethics (Spring: 3)

This course will examine major themes in and approaches to environmental philosophy with a particular focus on the idea of nature as it developed in the United States and how current approaches (such as deep ecology and ecofeminism) challenge existing normative attitudes toward the domain of non-human beings. The course will consider some classic texts in the history of American nature writing by Thoreau, John Muir, and Rachael Carson before turning to topics-based discussions on such issues as environmental justice and animal rights.

Holly VandeWall

PL 541 Philosophy of Health Science: East and West (Spring: 3)

This course will explore the underlying ethical suppositions of health care practice. Starting from concrete clinical problems such as the care of the elderly and the influence of technology, the course will attempt to draw out the philosophical assumptions of health care practice and show the necessity of an appropriate philosophical perspective in the resolution of day-to-day ethical dilemmas in health care. A close examination of medical practice, from Hippocratic regimen to high-tech medicine, will be undertaken. As a counterpoint, another ancient medical tradition from India, of about 500 B.C., will be studied.

Pramod Thaker

PL 553 Capstone: Poets, Philosophers, and Mapmakers (Spring: 3)

We go through life with mental maps of reality, in various degrees implicit or explicit. A Liberal Arts education presupposes such a map of the intelligible world. Is it accurate? What does your "map" of reality look like? How has it changed since freshman year? The goal of the seminar is to help you see what kind of map you implicitly have now and to begin to ask what you want the map to look like ten years after graduation. How do you develop an "open" rather than "closed" map?

Paul McNellis, S.J.

PL 577 Symbolic Logic: Theory and Practices (Fall: 3)

An introduction to the powerful ways the logical forms woven into deductive reasoning and language can be analyzed using abstract symbolic structures. The study of these structures is not only relevant for understanding effective reasoning but also for exploring the Anglo-American analytic philosophical tradition and foundations of mathematics, computer science, and linguistics. Philosophically interesting properties about logical systems will be explored, including

the task of proving whether a logical system is complete and consistent. A number of interesting topics of twentieth-century logic will be briefly considered such as set theory, Russell's paradox, and Goedel's theorems.
The Department

PL 583 Philosophy of Biology (Spring: 3)

An introduction to core and cutting edge issues in three central areas of the history and philosophy of biology: (1) evolutionary theory, (2) genetics and molecular biology, and (3) embryology and developmental systems theory. Topics to be discussed include attempts to integrate these three areas into a unified theoretical perspective, conceptual issues in evolutionary theory (natural selection, fitness, adaptation, species-concepts, units of selection, theoretical structure, evolutionary psychology, and recent developments), origins of life, reductionism, determinism, teleology and mechanism, naturalism, and associated social-philosophical issues such as the creation-evolution controversies, concepts of race and gender, and attempts to relate biology to ethics.

Daniel McKaughan

PL 584 C. S. Lewis (Spring: 3)

Lewis wrote poetry, literary criticism, science fiction, fantasy, philosophy, theology, religion, literary history, epics, children's stories, historical novels, short stories, psychology, and politics. He was a rationalist and a romanticist, a classicist and an existentialist, a conservative and a radical, a pagan and a Christian. No writer of our century had more strings to his bow, and no one excels him at once in clarity, in moral force, and in imagination: the true, the good, and the beautiful. We will consider a sampling of Lewis' fiction and non-fiction.

Peter J. Kreeft

PL 593 Philosophy of Science (Fall: 3)

An introduction to the central themes of twentieth-century history and philosophy of science. Topics to be discussed include the classic and contemporary problems of demarcation, explanation, confirmation, laws of nature, inter-theoretic reduction, social and historical critiques of neo-positivism, and the realism-antirealism debate. We will examine some philosophical perspectives sometimes thought to be closely associated with science including empiricism, pragmatism, naturalism, and physicalism. We will also discuss a number of other issues, including questions about objectivity and the role of values in science, about the methods, scope, and limits of science, and about whether science provides anything like a worldview.

Patrick Byrne

PL 599 Kant's Moral Philosophy (Spring: 3)

Prerequisite: Some understanding of Kant's epistemology

Offered biennially

We will do a close reading of *The Critique of Practical Reason*, *The Grounding of the Metaphysics of Morals*, and selected essays.

Ronald K. Tacelli, S.J.

PL 603 German-Jewish Thinkers (Fall: 3)

Cross listed with TH 600

The brilliance and tragedy of German (and Austrian) Jewish culture is decisive for interpreting twentieth-century experience. This graduate seminar will examine writings of some of its major thinkers including Arendt, Buber, Freud, Kafka, Rosenzweig, and Strauss.

James Bernauer, S.J.

PL 607 Spinoza's Ethics (Spring: 3)

A close textual study of one of the most ambitious attempts to dissolve the fears and the passions of ignorance.

Jean-Luc Solere

PL 611 Global Justice and Human Rights (Spring: 3)

This course will study the history of the idea of global justice from its early inception in Stoic law; to its formulation in social contract theory in Hobbes and Locke; through Kant's idea of cosmopolitan justice; to its contemporary reconstruction in John Rawls, David Held, Jurgen Habermas, and Thomas Pogge. In the context of examining the status of global justice we will consider the problem of world poverty and how human rights can be defended in a global context with ever increasing problems associated with homelessness on a world scale.

David M. Rasmussen

PL 625 The Problem of Self-Knowledge (Fall: 3)

A human being is more than a rational animal. We are symbolic beings with a polymorphic consciousness, have language, and a relational existence to others, the cosmos, and transcendence. Insights from the selected readings and pedagogy will serve both as a maieutic and a heuristic; inspiring us to articulate who we are, how we ought to live with others, and how we are to collaborate with others and transcendence in originating creative and healing insights in response to challenges of humanity at the dawn of our twenty-first century. This course is inspired by Socrates' imperative and dictum: "Know Thyself."

Brian J. Braman

PL 629 Value Theory (Fall: 3)

The course examines proposals about the nature, types, levels, and sources of value. Readings include works selected from philosophers G. E. Moore, M. Scheler, W. D. Ross, N. Hartmann, P. T. Geach, R. Nozick, P. R. Foot, M. J. Zimmerman, T. M. Scanlon, and J. J. Thomson.

Jorge Garcia

PL 630 Contemporary French Philosophy (Spring: 3)

Prerequisite: Basic familiarity with history of philosophy, especially modern

Survey of main currents, central themes and persistent questions in French philosophy since the end of World War II. Particular attention to developments in phenomenology (Sartre, Levinas), Nietzschean thought (Foucault, Deleuze), and Freudian thought (Lacan, Kristeva).

Jeffrey Bloechl

PL 642 Group Identity and Philosophy (Spring: 3)

It is not commonplace to regard someone's race, ethnicity, gender, sex, sexual orientation, socioeconomic class, etc., as collective identities. This course inquires into this by examining philosophers' wrestling with such questions as Why are these classified as identities? Should they be? Is an identity more than a label, a word? How do such collective identities relate to someone's individual identity, to what she identifies with, to how people identify her? Are our identities plural? To what extent is such identity voluntary? Does identity entail norms? How are identities important? Should we sometimes "disidentify"?

Jorge Garcia

PL 649 Philosophy of Being I (Fall: 3)

Postmodern metaphysics as a science of being requires deconstruction and reconstruction. The question of being, first raised in antiquity, was replaced in modern philosophy by questions of logic

and epistemology. Heidegger brought the question back to the forefront of philosophy as "the task for thinking at the end of philosophy." In this course, after our own deconstruction of ancient and modern metaphysics, we shall attempt a reconstruction with a more positive outcome than Heidegger's, stressing anew the analogy of being and its transcendental properties as one, active, true and good constituting being as universe.

Oliva Blanchette

PL 650 Philosophy of Being II (Spring: 3)

Reconstruction in the metaphysics of becoming and time requires a distinction of matter and form in things that come to be and a distinction of essence and the act of being in finite being. Reconstruction in the metaphysics of being as universe requires communication among the many and diverse beings encountered as one universe, leading to the question of a necessary being. We explore how such distinctions are disclosed in our experience of being and how we go from affirming contingent beings to affirming a necessary Being at the summit of being.

Oliva Blanchette

PL 670 Technology and Culture (Fall: 3)

This interdisciplinary course will first investigate the social, political, psychological, ethical and spiritual aspects of Western cultural development with a special emphasis on scientific and technological metaphors and narratives. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, the world of work, quality of life, and especially on the emergent meanings for the terms "citizen" and "ethics" in contemporary society. Students will explore technologies in four broad and interrelated domains: (1) Computer, Media, Communications and Information Technologies, (2) Biotechnology, (3) Globalization, and (4) Environmental Issues.

William Griffith

PL 794 Philosophy and the Church Fathers (Spring: 3)

Cross listed with TH 794

See course description in the Theology Department.

Margaret Amy Schatkin

Graduate Course Offerings

PL 707 Habermas: Law and Politics (Fall: 3)

Cross listed with LL 707

Between Facts and Norms, the recent work by Jurgen Habermas, is thought by some to be one of the most comprehensive works in political philosophy and law in recent decades. The book with its original thesis about the co-relation between private and public autonomy can be read in the great tradition of the philosophy of law inaugurated by Kant and continued by Fichte, Hegel and Weber. Habermas has written essays on religion and politics, globalization and human rights, cosmopolitanism and international law. We will read key chapters of *Between Facts and Norms* and Habermas' writings on law and politics.

David M. Rasmussen

PL 742 Hermeneutics and Narrativity (Fall: 3)

This seminar explores the hermeneutic philosophy of narrative as it relates to questions of memory, history, fiction and human identity. Though based largely on the later work of Paul Ricoeur, *Time and Narrative* and *Memory, History, Forgetting*, the seminar will also look at

recent debates on holocaust/genocide testimonies and questions of repressed memory in trauma and therapy. The seminar invites presentations from students.

Richard Kearney

PL 750 Husserl's *Experience and Judgment* (Fall: 3)

In this class we will examine Husserl's late phenomenology of logical forms and perceptual experience through a close reading of his posthumous work *Experience and Judgment*. An effort will be made to present systematically fundamental concepts of phenomenology such as intentionality, essence, affectivity, and attention and to relate the materials to current debates in philosophy.

Andrea Staiti

PL 752 Eudaimonism and Self Understanding in Late Antiquity (Fall: 3)

A careful reading of Augustine's *Confessions* in the context of other late ancient discussions of motivation, voluntary action, happiness, suffering, and providence. We read the *Confessions* in conjunction with background texts, the *Passion of Perpetua* (a third-century account of the martyrdom of Perpetua in Carthage, quoted by Augustine elsewhere in his corpus), Cicero's *On Ends*, and Seneca's *On Providence*. The course will make reference to recent secondary discussions of "selfhood" in Augustine, and give periodic attention to the material culture of Augustine's lived experience: photos and other information from an N.E.H. research trip to north Africa in 2010.

Sarah Byers

**PL 761 Hegel's *Phenomenology of Spirit* (Fall: 3)
Offered biennially**

This seminar will consist of a careful reading of Hegel's *Phenomenology of Spirit*, with special insistence on its method as a science of experience or of the spirit in its appearing. We shall touch on the key points of transition in the first part, going from Consciousness to Self-Consciousness, and on to Reason, in order to spend more time in the culminating chapters on Spirit and Religion.

Olivia Blanchette

**PL 762 Søren Kierkegaard (Spring: 3)
Offered periodically**

This course will deal primarily with the early pseudonymous writings of Søren Kierkegaard. The following topics will be emphasized: (1) the function of irony and indirect communication in the pseudonymous works, (2) Kierkegaard's conception of freedom and subjectivity, and (3) the nature of the relationship which Kierkegaard posits between reason, autonomy, and faith.

Vanessa P. Rumble

PL 768 *Insight* (Spring: 3)

Bernard Lonergan wrote *Insight* to address what he regarded as the great challenges posed by Modernity: natural science, historical thought, and the great revolutions in modern philosophy, especially in Descartes, Kant, and Hegel. In many ways *Insight* shares the concerns of post-modernism, but departs from its pervasive relativism. Written after his studies of Aquinas, Lonergan set himself the task of developing what he learned into a methodical way of treating philosophical metaphysical, ethical, historical, hermeneutical and theological issues. He called that method "self-appropriation"; that is, coming to better know oneself through the activities of one's own consciousness.

Patrick Byrne

PL 775 Plato (Fall: 3)

A lecture course devoted to a close reading of a major Platonic dialogue.

John Sallis

PL 779 Christian Philosophy: Advanced Seminar (Fall: 3)

Prerequisites: For advanced M.A. and Ph.D. students, familiarity with the philosophy of Heidegger and some basic Christian theology

Cross listed with TH 779

This seminar will ask whether or under what conditions "Christian philosophy" is not the "square circle" alleged by Martin Heidegger. We will sharpen this question through a preliminary study of the early twentieth century debate over it, and then move into a close reading of J.-Y. Lacoste, *Experience and the Absolute*. The inquiry will also require frequent attention to works by Heidegger, Bonhoeffer, Hegel, and John of the Cross.

Jeffrey Bloechl

PL 780 Readings in Theory (Spring: 3)

Cross listed with EN 780, RL 780

See course description in the Romance Languages and Literatures Department.

Kevin Newmark

PL 782 Philosophy of Language (Spring: 3)

This course will consider major texts and movements in twentieth century philosophy of language in both the analytic and continental traditions, reading the work of Russell, Wittgenstein, J. L. Austin, Quine, and Davidson as well as Ricoeur and Derrida. Our goal will be to bring together these very different approaches to what has been a central concern of philosophy in the twentieth century.

Eileen C. Sweeney

PL 783 Classical Ethics (Spring: 3)

Offered periodically

An exploration of 14 short Great Books in ethics centering on the practical, personal question What is the good life? including: Ecclesiastes Plato's *Gorgias*, Aristotle's *Nicomachean Ethics*, Epictetus' *Enchiridion*, Jesus' *Sermon on the Mount*, Augustine's *Confessions* (excerpts), Aquinas' *Summa* (excerpts), Lao Tzu's *Tao Te Ching*, Kant's *Metaphysics of Morals*, the *Humanist Manifesto*, C. S. Lewis' *The Abolition of Man*, Sartre's *Existentialism and Human Emotions*, Marcel's *The Philosophy of Existentialism*, and Frankl's *Man's Search for Meaning*.

Peter J. Kreeft

PL 791 Aristotle and Plotinus: On the Soul (Spring: 3)

Offered periodically

This course focuses on theories of sensation and knowledge found in the writings of Aristotle and Plotinus. Understanding Aristotle's position necessitates familiarity with the material in *Parva Naturalia* to supplement the more restricted discussion of the *De Anima*. While Plotinus assumes a Platonic soul, he imports many of Aristotle's structure as well as material from the Stoics and medical tradition of Galen and others. These resources allow him to give for the first time in the Western tradition a full theory of consciousness. Plotinus' achievement shows how the insights of his predecessors can be combined in a remarkably fruitful way.

Gary Gurtler, S.J.

PL 799 Readings and Research (Fall/Spring: 3)

By arrangement.

The Department

PL 826 Seminar on Law and Justice (Spring: 3)
Cross listed with LL 822

This seminar will focus on three major areas of current concern in the realm of law and justice. About a third of the course will be devoted to the following three topics: human rights, religion and the public sphere, and recognition. This course is conceived of as a seminar in which students can make presentations if they wish to do so. We will also invite outside speakers who are experts in the topics we will cover.

David M. Rasmussen

PL 832 Philosophy and Theology in Aquinas (Spring: 3)
Offered biennially

A study of how Aquinas comes to understand theology as a scientific discipline that has to use philosophy to make the truth of Revelation manifest. Special attention will be given to methodological discussions at the beginning of the *Summa Theologiae* as well as the order of both theological and philosophical investigation as he understood them. An attempt will also be made to show how his commentaries on Boethius and Aristotle, in which he proceeds most properly as a philosopher, are also an essential part of the way he has to proceed as a theologian.

Oliva Blanchette

PL 888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

PL 990 Teaching Seminar (Fall/Spring: 0)

This course is required of all first- and second-year doctoral candidates. This course includes discussion of teaching techniques, planning of curricula, and careful analysis of various ways of presenting major philosophical texts.

The Department

PL 998 Doctoral Comprehensives (Fall/Spring: 1)

Required for doctoral candidates who have completed all course requirements but have not taken their doctoral comprehensive examination.

The Department

PL 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Physics

Faculty

Pradip M. Bakshi, *Distinguished Research Professor*; B.S., University of Bombay, India; A.M., Ph.D., Harvard University

Kevin Bedell, *John. H. Rourke Professor and Vice Provost for Research*; B.A., Dowling College; M.S., Ph.D., S.U.N.Y. Stonybrook

David A. Broido, *Professor*; B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego

Baldassare Di Bartolo, *Professor*; Dott. Ing., University of Palermo, Italy; Ph.D., Massachusetts Institute of Technology

Michael J. Graf, *Professor*; B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University

Gabor Kalman, *Distinguished Research Professor*; D.Sc., Israel Institute of Technology

Krzysztof Kempa, *Professor*; M.S., Technical University of Wroclaw; Ph.D., University of Wroclaw

Michael J. Naughton, *Evelyn J. & Robert A. Ferris Professor*;

Chairman of the Department; B.S., Saint John Fisher College; M.A., Ph.D., Boston University

Zhifeng Ren, *Professor*; B.S., Sichuan Institute of Technology, China; M.S., University of Science and Technology, China; Ph.D., Chinese Academy of Sciences

Ziqiang Wang, *Professor*; B.Sc., Tsinghua University; M.A., M. Phil., Ph.D., Columbia University

Jan Engelbrecht, *Associate Professor*; B.Sc., M.Sc., University of Stellenbosch; Ph.D., University of Illinois

Andrzej Herczynski, *Associate Research Professor and Laboratory Director*; M.S., Warsaw University, M.S., Ph.D., Lehigh University

Vidya Madhavan, *Associate Professor*; B. Tech., Indian Institute of Technology, Madras; M. Tech., Indian Institute of Technology, New Delhi; Ph.D., Boston University

Willie Padilla, *Associate Professor*; B.S., California State University San Diego; M.S., Ph.D., University of California San Diego

Rein A. Uritam, *Associate Professor*; A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

Cyril P. Opeil, S.J., *Assistant Professor*; B.Sc., University of Scranton; M.Div., S.T.M., Graduate Theological Union: Jesuit School of Theology; Ph.D., Boston College

Ying Ran, *Assistant Professor*; B.S., Peking University; Ph.D., Massachusetts Institute of Technology

Stephen Wilson, *Assistant Professor*; B.S., Ph.D., University of Tennessee

Contacts

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- Department Administrator: Jane Carter, 617-552-3576, jane.carter@bc.edu
- Department Faculty Support Assistant: Nancy Chevy, 617-552-3575
- Administrative Assistant: Gisele Byda, 617-552-0968
- www.physics.bc.edu
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Graduate Program Description

The Department offers comprehensive programs of study and research leading to the degrees of Doctor of Philosophy (Ph.D.), as well as Master of Science (M.S.), and Master of Science in Teaching (M.S.T.) in conjunction with the Lynch School of Education. Courses emphasize a strong foundation in the basic principles of physics, preparing the student to undertake advanced research under the supervision of a faculty advisor. Graduate students are encouraged not only to collaborate closely with their research advisor, but also to draw upon the experience of the entire faculty and other graduate students.

Our students are trained primarily to carry out independent research at the Ph.D. level, and our graduates have gone on to successful careers in many areas.

Master's Program

Each candidate for a terminal Master's degree must pass a Master's Comprehensive Examination administered by the Department, and meet specified course and credit requirements. The Master's Comprehensive Examination shall be prepared by a committee of at least three faculty members appointed by the Chairperson as necessary. This committee shall evaluate the Master's Comprehensive Examinations in conjunction with the graduate faculty. Generally, no more than three (3) credits of PH 799 Readings and Research may be applied to any Master's program. The M.S. degree is available with or without a thesis, and the M.S.T. requires a paper, but no thesis.

M.S. with Thesis

This program requires 30 credits that normally consist of 27 credits of course work plus three thesis credits (PH 801). Required courses include the following: PH 711, PH 721, PH 732, PH 741, and PH 707-708. The Master's comprehensive examination is essentially based on the contents of the first four required courses and is usually taken at the first opportunity following the completion of these courses. The M.S. thesis research is performed under the direction of a full-time member of the graduate faculty, professional, or research staff. A submitted thesis shall have at least two faculty readers, including the director, assigned by the Chairperson. The thesis is accepted after the successful completion of a public oral examination conducted by the readers.

M.S. without Thesis

This program requires 32 credits of course work. The same courses and Master's Comprehensive Examination requirements for the M.S. with thesis apply here except that, in addition, the courses PH 722 and PH 742 are required.

M.S.T.

The Master of Science in Teaching (M.S.T.) degree is administered through the Lynch School of Education in cooperation with the Department of Physics. It requires admission to both the Lynch School of Education and the Department of Physics. This program requires at least 15 credits from graduate or upper divisional undergraduate courses in physics. These credits will most often include two of the following courses: PH 711, PH 721, PH 732, PH 741. All Master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. The M.S.T. qualifying examination in physics will be based on the student's actual course program. A research paper supervised by a full-time member of the graduate faculty is required. For further information on the M.S.T., please refer to the Master's Programs in Secondary Teaching in the Lynch School of Education section of the University Catalog or call the Office of Graduate Admissions, Lynch School of Education, at 617-552-4214.

Doctoral Program

A student enters the doctoral program upon faculty recommendation after passing the Doctoral Comprehensive Examination. Upon entering the doctoral program, each student shall select a field of specialization and establish a working relationship with

a member of the faculty. With the approval of a faculty member, who normally shall be the principal advisor, the student shall inform the chairperson of his/her major field selection and the chairperson shall appoint a faculty Doctoral Committee consisting of at least two full-time faculty members to advise and direct the student through the remainder of his or her graduate studies.

Requirements

Required courses for the doctorate are the following: PH 722, PH 742, PH 707-708, and four additional courses in distinct areas outside the student's research specialty chosen from the graduate electives of the department or from other graduate departments with the approval of the chairperson. PH 761 and PH 762 are strongly recommended as two of these four courses.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his or her overall program of studies.

Comprehensive Examination

Within one year of entering the graduate program, each student will take the comprehensive examination, usually offered each September. In principle, this examination covers all of physics that a physics graduate student can be expected to know at the end of one year of formal course work in the curriculum; however, it will stress classical mechanics, electromagnetism, quantum mechanics, and statistical physics. The examination has both a written and an oral part. The examination is prepared and administered by a faculty committee, appointed by the chairperson, and the examination is evaluated by this committee with approval of the entire graduate faculty of the department. Students may attempt this examination twice.

Research and Thesis

After passing the Comprehensive Examination, a student's principal activity is research. Normally, within a year after passing the Comprehensive Examination, the student shall take the Research Proposal Examination. The purpose of this examination is for the student to demonstrate knowledge of his/her area of research specialization and to expose the topic of his/her proposed thesis to scrutiny for its soundness and scientific merit. This will be done at a public meeting. The examination will be evaluated by the student's Doctoral Committee, and the results reported to the chairperson and recorded in the student's file. Upon the student's satisfactory performance in this examination, the chairperson shall recommend to the dean the appointment of a Doctoral Thesis Committee consisting of at least three members of the departmental faculty (including the student's Doctoral Committee) and an external examiner, where feasible, to read and evaluate the completed thesis and to conduct an open meeting at which the thesis is defended in an oral examination. The thesis is accepted when endorsed on the official title page by the Doctoral Thesis Committee after the oral examination.

Admission Information

Support for qualified students is available in the form of teaching assistantships. Research assistantships are also available during the summer and academic year, depending on research area and the extent of current funding.

Students are required to take the GRE Aptitude Test and Advanced Test and to have the scores submitted as part of their application. Students whose native language is not English must take the TOEFL exam.

General Information

Waivers of departmental requirements, if not in violation of graduate school requirements, may be granted by recommendation of the Graduate Affairs Committee with approval of the Chairperson.

A diagnostic examination is administered to entering students to help identify the strengths and weaknesses in their academic preparation, and to advise them accordingly. Students with an advanced level of physics preparation are encouraged to take the Doctoral Comprehensive Examination upon arrival thereby accelerating their progress in the program.

Research Information

The Physics Department is strongly research oriented with faculty involved in both experimental and theoretical areas. Some areas of current interest are in the condensed matter physics areas of superconductivity, photovoltaics, metamaterials, thermoelectrics, nanomaterials, plasmonics, plasmas, topological insulators, novel electronic materials, and other strongly correlated electron systems.

Significant research facilities are available to our graduate students. Departmental facilities include high magnetic field/low temperature physics, THz/optical physics, and materials/nanomaterials preparation laboratories, graduate and undergraduate computational facilities, and access to the University computing system. The Department of Physics is constantly enhancing and supplementing these facilities.

The Department of Physics also has developed strong ties to many outside facilities, including Los Alamos National Laboratory, Argonne National Laboratory, the Institute for Complex Adaptive Matter (ICAM), Brookhaven National Laboratory, the Naval Research Laboratory, and the National High Magnetic Field Laboratory. Boston College's participation in the Boston Area Graduate School Consortium enables students to cross-register for graduate courses at Boston University, Brandeis University, and Tufts University.

Students wishing more detailed information can write to the Physics Department or visit www.physics.bc.edu.

Graduate Course Offerings

PH 700 Physics Colloquium (Fall/Spring: 0)

This is a weekly discussion of current topics in physics.

The Department

PH 707 Physics Graduate Seminar I (Fall: 1)

A discussion of topics in physics from the current literature.

The Department

PH 708 Physics Graduate Seminar II (Spring: 1)

A discussion of topics in physics from the current literature.

Hong Ding

PH 711 Classical Mechanics (Fall: 3)

Kinematics and dynamics, variational principles, Lagrangian and Hamiltonian formulations, canonical transformations, Hamilton-Jacobi theory, small oscillations, rigid body motion, and relativistic mechanics are discussed in this course.

Pradip M. Bakshi

PH 721 Statistical Physics I (Spring: 3)

Fundamental principles of classical and quantum statistics, kinetic theory, statistical basis of thermodynamics, ideal classical, Bose, and Fermi systems and selected applications are discussed in this course.

Gabor Kalman

PH 722 Statistical Physics II (Fall: 3)

Fluctuation-dissipation theorem, Kubo formalism, electron gas, of phase transitions and critical phenomena, Landau theory of phase transitions, critical exponents, scaling, and an introduction to renormalization group methods are discussed in this course.

Gabor Kalman

PH 732 Electromagnetic Theory I (Spring: 3)

Topics include Maxwell equations in vacuum and media, potentials and gauges, energy and momentum conservation, wave propagation, waveguides, radiating systems, scattering, diffraction, metamedia and photonic crystals.

The Department

PH 741 Quantum Mechanics I (Fall: 3)

Introduction includes elements of the linear algebra in Dirac notation. Topics include postulates of quantum theory, simple problems in one dimension, classical limit, harmonic oscillator, Heisenberg uncertainty relations, systems with N-degree of freedom, symmetries, rotational invariance and angular momentum, hydrogen atom, and an introduction to spin. Also included is the path integration formulation of quantum theory.

Vidya Madhavan

PH 742 Quantum Mechanics II (Spring: 3)

Equations of motion for operators, perturbation theory, interaction of radiation with matter, identical particles, scattering theory, second quantization, and relativistic equations are discussed in this course.

Pradip M. Bakshi

PH 761 Solid State Physics I (Spring: 3)

Introduction to the basic concepts of the quantum theory of solids. Drude and Sommerfeld theory, crystal structure and bonding, theory of crystal diffraction, and the reciprocal lattice, Bloch theorem and electronic band structure, nearly free electron approximation and tight binding method, metals, semiconductors and insulators, dynamics of crystal lattice, phonons in metals, semiclassical theory of electrical and thermal transport, introduction to magnetism, and superconductivity are discussed in this course.

Willie Padilla

PH 762 Solid State Physics II (Fall: 3)

Advanced studies of the physics of solids. Elementary excitations, symmetry and symmetry-breaking, electron-electron and electron-phonon interactions, Hartree-Fock and random phase approximations, scattering theory, dielectric functions, screening, sum rules, optical properties, Landau Fermi liquid theory, disorder and localization, quantum Hall effect, quantum magnetism, superconductivity, and superfluidity are discussed in this course.

Hong Ding

PH 799 Readings and Research in Physics (Fall/Spring: 3)

Credits by arrangement

By arrangement.

*The Department***PH 801 Physics Thesis Research (Fall: 3)**

A research problem of an original and investigative nature.

*The Department***PH 835 Mathematical Physics I (Fall: 3)**

Matrix algebra, linear vector spaces, orthogonal functions and expansions, boundary value problems, introduction to Green's functions, and complex variable theory and applications are discussed in this course.

*David A. Broido***PH 888 Interim Study (Fall: 0)**

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

*The Department***PH 910 Seminar: Topics in Physics (Fall: 3)**

A seminar course on topics in theoretical or experimental physics given in accordance with current research interests or needs of the students and faculty of the department.

*The Department***PH 998 Doctoral Comprehensive (Fall/Spring: 1)**

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

*The Department***PH 999 Doctoral Continuation (Fall/Spring: 1)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation

*The Department***Political Science****Faculty**

David Lowenthal, *Professor Emeritus*; B.A., Brooklyn College; B.S., New York University; M.A., Ph.D., New School for Social Research

Marvin C. Rintala, *Professor Emeritus*; A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

Robert Scigliano, *Professor Emeritus*; A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

Ali Banuazizi, *Professor*; B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

Christopher J. Bruell, *Professor*; A.B., Cornell University; A.M., Ph.D., University of Chicago

David A. Deese, *Professor*; B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

Robert K. Faulkner, *Professor*; A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

Donald L. Hafner, *Professor*; A.B., Kalamazoo College; Ph.D., University of Chicago

Christopher J. Kelly, *Professor*; B.A., Yale University; M.A., Ph.D., University of Toronto

Marc K. Landy, *Professor*; A.B., Oberlin College; Ph.D., Harvard University

R. Shep Melnick, *O'Neill Professor*; B.A., M.A., Ph.D., Harvard University

Robert S. Ross, *Professor*; B.A., Tufts University; M.A., Ph.D., Columbia University

Kay L. Schlozman, *Moakley Professor*; A.B., Wellesley College; A.M., Ph.D., University of Chicago

Susan M. Shell, *Professor*; Chairperson of the Department; B.A., Cornell University; Ph.D., Harvard University

Peter Skerry, *Professor*; B.A., Tufts University; Ed.M., M.A., Ph.D., Harvard University

Alan Wolfe, *Professor and Director of the Center for Religion and American Public Life*; B.S., Temple University; Ph.D., University of Pennsylvania

Nasser Behnegar, *Associate Professor*; B.A., M.A., Ph.D., University of Chicago

Timothy W. Crawford, *Associate Professor*; A.B., San Diego State University; M.A., University of San Diego; Ph.D. Columbia University

Gerald Easter, *Associate Professor*; B.A., Boston College; Ph.D., Columbia University

Dennis Hale, *Associate Professor*; A.B., Oberlin College; Ph.D., City University

Kenji Hayao, *Associate Professor*; A.B., Dartmouth College; Ph.D., University of Michigan, Ann Arbor

Ken I. Kersch, *Associate Professor and Director of the Clough Center*; B.A. Williams College; J.D. Northwestern University; M.A., Ph.D. Cornell University

Jonathan Laurence, *Associate Professor*; B.A., Cornell University; M.A., Ph.D., Harvard University

Jennie Purnell, *Associate Professor*; B.A., Dartmouth; Ph.D., Massachusetts Institute of Technology

Kathleen Bailey Carlisle, *Adjunct Associate Professor*; A.M., Fletcher School of Law and Diplomacy; A.B., Ph.D., Boston College

Paul Christensen, *Adjunct Associate Professor*; B.A., University of Washington; M.A., Ph.D., Princeton University

Jennifer L. Erickson, *Assistant Professor*; B.A., Saint Olaf College; M.A., Ph.D., Cornell University

Peter Krause, *Instructor*; B.A., Williams College; Ph.D. Candidate, Massachusetts Institute of Technology

Contacts

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- Graduate Director: Christopher J. Kelly, 617-552-1565, christopher.kelly.3@bc.edu
- Master's Program Director: Nasser Behnegar, 617-552-1897, nasser.behnegar@bc.edu
- Department Administrator: Shirley Gee, 617-552-4144, shirley.gee.1@bc.edu

- Graduate Secretary: Carol Fialkosky, 617-552-4161, carol.fialkosky.1@bc.edu
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Graduate Program Description

The department offers advanced study in American Politics, Comparative Politics, International Relations, and Political Philosophy. It displays a distinctive blend of philosophical and practical concerns within a tradition of friendly debate and scholarly exchange. Seminars and courses are supplemented by individual readings and informal gatherings. Both the Master's and Doctoral programs are flexible as to fields and courses, and they allow students to study in other departments and at other universities around Boston.

Master of Arts Degree

The Master's program requires ten courses with at least one course taken in three of the department's four fields (American Politics, Comparative Politics, International Politics, and Political Theory). The passing of a comprehensive examination completes the requirements of the program. A student is allowed to take two or, with permission, three courses in other departments, and may also receive credit for two courses by writing a thesis. If a student chooses to write a thesis, the written part of the comprehensive examination is waived.

Doctor of Philosophy Degree

Sixteen courses (48 credits) are required for students entering the program with no previous graduate work. Students generally take three courses a semester. Of the 16 courses, three may be in independent study and two (not more than one a semester) in non-graduate courses. This latter option is usually appropriate only when needed to offset a deficiency in a student's undergraduate background in a field. Generally, graduate students taking non-graduate courses are required to do additional work beyond the requirements set for undergraduates in those courses.

Admissions

An undergraduate major in political science is preferred, but not required. Applicants must demonstrate both past performance of exceptional quality in their academic work and promise of sustained excellence in the future.

Three letters of recommendation must be submitted to the Department at the time of application, in addition to the transcripts and results of the Graduate Record Examination. The Department requires the general GRE test, a Statement of Purpose, and a sample of scholarly work, such as a term paper.

- Completed applications for the Ph.D. program should be submitted by January 2.
- Completed applications for the MA program should be submitted by February 1.

Financial Aid

The Department is usually able to provide financial support to our doctoral candidates for a period of four to five years, although the Department's initial commitment typically is only for two years, with additional years of funding contingent on the student's performance. Regular grants carry a stipend and full tuition remission. They involve twelve to fifteen hours per week of research assistance to members of the faculty or teaching assistance in undergraduate courses. Each year

the Department also awards a Thomas P. O'Neill Fellowship to one incoming student in American politics in honor of the late Speaker of the House.

Graduate Course Offerings

PO 702 American Government Field Seminar (Fall: 3)

Prerequisite: Permission of the instructor required

This seminar is intended to provide graduate students with a general intellectual survey of the field of American government and politics. In terms of the topics it covers, it is not unlike an introductory American government course, but its intellectual agenda is obviously different, focusing on the prominent scholarly debates, lines of inquiry, and perspectives. Among the topics considered are: the Founding and the Constitution; public opinion and voting; parties and elections; organized interests; Congress; the presidency; the bureaucracy; the judiciary; and public policy.

R. Shep Melnick

Kay L. Schlozman

PO 711 Quantitative Methods in Political Science (Fall: 3)

This course provides an introduction to quantitative data analysis techniques commonly used in the social sciences to make descriptive and causal inferences. We will cover both the theoretical bases and practical applications of these techniques, with an emphasis on the general linear model.

David A. Hopkins

PO 727 American Political Development I (Spring: 3)

This seminar looks at the course of American history from the Federalist period of the 1790's through the end of the nineteenth century for the purpose of understanding subsequent American politics. Its axiom is that contemporary politics cannot be adequately understood without understanding its philosophical and historical underpinnings nor without examining the critical political conflicts and institutional developments that have occurred. Readings consist of original documents and secondary works by historians and political scientists.

Marc K. Landy

PO 750 Race and Ethnicity in the Administrative State (Spring: 3)

Open to undergraduates with permission of the instructor

An inquiry into race and ethnicity in the American regime. To what extent are racial and ethnic groups products of nature or of convention? What is the relative importance of social and cultural forces, on the one hand, and political institutions, on the other? How are group competition and conflict to be understood? How do racial and ethnic groups compare to other group actors in American politics. The history of ethnic and race relations will be considered, with particular attention to the contemporary administrative state and its implementation of race conscious policies.

Peter Skerry

PO 799 Readings and Research (Fall/Spring: 3)

By arrangement

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

The Department

PO 801 Masters Thesis Seminar (Fall: 6)

A research course under the guidance of a faculty member for those writing a Master's Thesis.

Gerald Easter

PO 806 Political Cultures of the Middle East (Fall: 3)

This seminar explores the influence of cultural norms, religious traditions, and values on political behavior and institutional patterns in the Middle East. It focuses on several spheres of political life, including conceptions of political leadership, legitimacy, and authority; different responses—from embrace, to adaptation, to outright rejection—to the West; the encounter with modernity and the problem of secularization; the uses of Islam as an ideology of resistance and the rise of fundamentalism; prospects for democratization; role of women in public life; and the impact of globalization and the new media on political participation and change.

Ali Banuazizi

PO 808 Comparative Regime Change (Fall: 3)

The course investigates the wave of collapsed dictatorships in the late twentieth and early twenty-first centuries. While some regime changes are relatively peaceful, many are violent as protest politics from below confronts official coercion from above. The class is especially interested in cases where coercion was tried and failed to keep an authoritarian regime in power. The course also examines subsequent efforts to build new democratic regimes, which in some places succeeded, but in other places led to new forms of authoritarianism. Case studies are drawn from around the world, with a particular focus on the Communist experience.

Gerald Easter

PO 813 Islam in Europe (Spring: 3)

Prerequisite: Permission of the instructor required

Students will explore the policies that governments in Europe adopted in response to the presence of growing numbers of Muslims in their territories over the past half-century. How do democratic governments cope with the emergence of new religions? How are new citizens incorporated? How are challenging or threatening ideologies reconciled with the rule of law? What is the relationship between policies towards groups and incorporation outcomes? The course will examine how Muslims' presence affects the relationship between state and society, and explore how governments have come to treat Islam as a domestic religion and encourage Muslims to embrace national citizenship.

Jonathan Laurence

PO 825 Security Studies (Spring: 3)

This seminar covers major concepts, theories, and research programs in the field of security studies: the concepts of national security and interests, strategy, and grand strategy; morality and war; civil-military relations; the security dilemma and offense-defense theory; alliance politics and collective security; arms races and arms control; nuclear strategy; coercive diplomacy; proliferation and counter-proliferation; and terrorism and counter-terrorism. In addition to reviewing key theoretical works on these subjects, we will examine important empirical cases from the Cold War and recent international crises.

Timothy W. Crawford

PO 888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

Christopher J. Kelly

PO 910 Machiavelli and Shakespeare (Fall: 3)

A reading of the *Discourses on Livy*, together with a Shakespearean play (or two) that addresses the Machiavellian alternative.

The Department

PO 925 Protagoras (Spring: 3)

An examination of Plato's account of Socrates' encounter with the most famous sophist of antiquity, *Protagoras*.

Robert C. Bartlett

PO 948 Rousseau and Kant (Spring: 3)

Susan M. Shell

PO 988 Religion and Modern Political Philosophy (Fall: 3)

This course will examine few seminal works of early modern political philosophy that shed light on the new philosophy's assessment of the Biblical moral and political teaching.

Nasser Behnegar

PO 996-997 Dissertation Seminar I and II (Fall/Spring: 1)

Only students who have passed their doctoral comprehensives should take this course.

These courses will involve discussions of all stages of the dissertation from proposal to defense. In addition they will address issues of professional development such as teaching, conference participation, and interviewing for jobs.

Nasser Behnegar

PO 998 Doctoral Comprehensive (Fall/Spring: 1)

This course is for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

PO 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Psychology**Faculty**

Hiram H. Brownell, *Professor*; A.B., Stanford University; M.A., Ph.D., Johns Hopkins University

Michael Numan, *Professor*; B.S., Brooklyn College; Ph.D., University of Chicago

James A. Russell, *Professor*; B.A., M.A., Ph.D., University of California, Los Angeles

Ellen Winner, *Professor*; Chairperson of the Department; B.A., Radcliffe College; Ph.D., Harvard University

Donnah Canavan, *Associate Professor*; A.B., Emmanuel College; Ph.D., Columbia University

Elizabeth A. Kensinger, *Associate Professor*; B.A., Harvard University; Ph.D., Massachusetts Institute of Technology

Michael Moore, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Gilda A. Morelli, *Associate Professor*; B.Sc., University of Massachusetts, Boston; Ph.D., University of Massachusetts, Amherst

Karen Rosen, *Associate Professor*; B.A., Brandeis University; Ph.D., Harvard University

Scott D. Slotnick, *Associate Professor*; M.S., Ph.D., University of California, Berkeley

Joseph J. Tecce, *Associate Professor*; A.B., Bowdoin College; M.A., Ph.D., The Catholic University of America

Sara Cordes, *Assistant Professor*; B.A., University of California; M.S., Ph.D., Rutgers University

Sean MacEvoy, *Assistant Professor*; Sc.B., Ph.D., Brown University

Gorica D. Petrovich, *Assistant Professor*; B.S., University of Belgrade, Serbia; Ph.D., University of Southern California

Ehri Ryu, *Assistant Professor*; M.A., Ph.D., Arizona State University

Alexa Veenema, *Assistant Professor*; M.Sc., Ph.D., University of Groningen, the Netherlands

Liane Young, *Assistant Professor*; B.A., Harvard College; Ph.D., Harvard University

Gene Heyman, *Lecturer*; B.A., University of California at Riverside; Ph.D., Harvard University

Jeffrey A. Lamoureux, *Visiting Assistant Professor*; A.B. University of Vermont; Ph.D., Duke University

Contacts

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- Managing Editor, *Emotion Review*: Beatriz Valdés, 617-552-
2954, beatriz.valdes.1@bc.edu
- www.bc.edu/psychology

Graduate Program Description

The Psychology Department at Boston College offers three graduate programs, all research-oriented: a doctoral (Ph.D.) program, a master's (M.A.) program, and a B.A.-B.S./M.A. program. Completion of the doctoral program typically requires four to five years of training after the bachelor's degree. Completion of the master's program requires two years of training after the bachelor's degree. Completion of the B.A.-B.S./M.A. program requires one consecutive year beyond the B.A. or B.S.

All three of our graduate programs require that students devote 100 percent of their time and effort to their studies, including summers. Students are admitted whose interests fall within or bridge one or more of our five areas of concentration, listed below. Our program requires adequate preparation, ability, maturity, and motivation to pursue a demanding program of individual research and scholarship. Because of our emphasis on research and on a

mentoring relationship with one member of the faculty, a principal criterion for admission to our graduate programs is that a student's interests be compatible with those of at least one member of the faculty. Each student is admitted to work with a faculty member as his/her advisor.

The B.A.-B.S./M.A. program is limited to students who are majoring in psychology at Boston College. The program is designed to allow selected students to earn both a B.A. or B.S. and an M.A. in Psychology in five years. The purpose of the program is to allow students a greater opportunity for concentrated study and research training. Such training is excellent preparation for application to a Ph.D. program in any area of psychology. Undergraduate Psychology majors may apply to continue their studies beyond the B.A.-B.S. and to earn an M.A. with the equivalent of another, consecutive year of full-time study. It is limited to Boston College undergraduates, and the fifth year must follow immediately after the fourth.

The Psychology Department's areas of concentration are:

- Neuroscience
 - Behavioral Neuroscience
 - Cognitive Neuroscience
- Social
- Developmental
- Quantitative

Visit the department's website at www.bc.edu/psychology for additional information on these areas.

General Information

Visit the department's website at www.bc.edu/psychology and find detailed information about the research interests of individual faculty members, the requirements for completing the Ph.D. and M.A. programs, and the Graduate Program Handbook.

Students use the same forms to apply to both the M.A. and Ph.D. programs and should indicate which program they are applying to. For application materials or further information, direct inquiries to Graduate School of Arts and Sciences, Admission Office, Boston College, McGuinn Hall 221, Chestnut Hill, MA 02467, or visit www.bc.edu/schools/gsas/admissions.html.

Applicants to the Ph.D. and M.A. programs should submit:

- Application form
- Official transcripts
- GRE and (optionally) GRE Psychology subject scores
- Three letters of recommendation
- Statement of research interests
- Application Fee

Applications are accepted for fall term admissions only. The deadline for applications is December 15 for the Ph.D. program and February 1 for the M.A. program.

Applicants to the B.A.-B.S./M.A. program should submit:

- Application form
- Official transcripts
- Two letters of recommendation
- Statement of research interests

The deadline for applications is February 1 of the student's junior year.

Undergraduate and Graduate Course Offerings**PS 540 Advanced Topics in Social Psychology (Spring: 3)***Prerequisite:* PS 241 or permission of instructor

This seminar is designed to provide students with an overview of current themes and research in social psychology. Topics include: social cognition, social influence, social interaction and group dynamics, close relationships, stereotype and prejudice, attitudes, prosocial behavior, the self, and free will.

*Liane Young***PS 574 Neuroscience of Sensation and Perception (Spring: 3)***Prerequisite:* Graduate standing or permission of instructor

Our ability to survive as we make our way through the world requires the quick and accurate transformation of a vast array of sensory inputs into a cohesive picture of the environment. Drawing upon classic work and recent advances, this seminar will explore the critical neural steps that underlie this process, addressing topics in vision, audition, and somatosensation, among others. We will place a particular emphasis upon drawing parallels among sensory modalities, and upon integrating information from a wide range of techniques, from single-unit electrophysiology to fMRI.

*Sean MacEvoy***PS 575 Advanced Affective Neuroscience (Spring: 3)***Prerequisites:* PS 241 or PS 242 or PS 285 and permission of instructor

Affective and cognitive processes have traditionally been studied in isolation. Yet, in most circumstances, there are interactions among these different types of processes. Affective neuroscience applies the tools traditionally used to study cognition (neuroimaging, neuropsychology) to better understand the neural bases of affective processes, and the ways that affective processes interact with cognitive ones. Students will critically evaluate the design, methods, and interpretation of studies and will learn how the methods of cognitive neuroscience are best applied to examine affective processing.

*Elizabeth A. Kensinger***PS 576 Methods in Human Brain Mapping (Fall: 3)**

For over a century, human brain mapping has been conducted by correlating lesion location with impaired behavior. In the last two decades, functional magnetic resonance imaging (fMRI)—a non-invasive neuroimaging technique with excellent spatial resolution—has given rise to an explosion of knowledge regarding the role of specific brain regions in particular types of cognitive processing (such as shifting attention or memory retrieval). This course provides an in-depth examination of fMRI by reviewing the physical basis of the fMRI signal and its relation to neural activity in addition to considering issues of experimental design and data analysis.

*Scott D. Slotnick***PS 580 Neural Systems and Stress (Fall: 3)**

The course will provide an overview of the neural systems involved in the stress response, from the cellular to the behavioral level. We will discuss the roles of the hypothalamic-pituitary-adrenal axis in the stress response and the effects of stress on neuronal plasticity, learning and memory, and mental health and disease. Emphasis will be on vulnerability versus resilience to stress. The long-term consequences of early life stress on cognitive, emotional, and social behaviors will also be discussed.

*Alexa Veenema***PS 585 Advanced Brain Systems: Motivation and Emotion (Spring: 3)***Prerequisite:* Permission of instructor

This course will review the organization of neural networks that control motivated and emotional behaviors in mammals. This is a functional neuroanatomy course that will discuss how the brain regions are interconnected to form functional systems.

*Gorica D. Petrovich***PS 590 History of Psychology (Fall: 3)***Prerequisite:* Open to graduate students and to upper level undergraduates by permission of the instructor

A hundred years ago, psychology was a tiny academic specialty called mental philosophy. In a matter of decades, however, psychology burgeoned into an enormous field influencing both scholars and the popular imagination (think IQ test, think analyst's couch). What accounts for the rise of psychology to its all-powerful position? This course will examine the twentieth century trajectory of psychology, asking how it has shaped, and been shaped by, cultural, social, and political conditions, and exploring major thinkers such as William James, Sigmund Freud, B.F. Skinner, Stanley Milgram, Abraham Maslow, and others.

*Nadine Weidman***PS 600 Introduction to Social Work (Fall/Spring: 3)****Cross listed with SC 378, SW 600**

See course description in the Graduate School of Social Work.

*The Department***Graduate Course Offerings****PS 542 Theories of Human Emotion (Fall: 3)***Prerequisite:* A 300-level Psychology course

This seminar covers the major psychological theories of human emotion, beginning with the classic writings of William James and continuing to contemporary controversies about the nature of emotion. Some of the questions to be considered are whether or not there are basic emotions, the relation of emotion to cognition and action, and whether emotions are innate or learned through our particular culture. The focus is on biological, social, and cultural subdisciplines of psychology, but contributions of anthropology, philosophy, and other disciplines will be discussed as well.

*James A. Russell***PS 606 Experimental Design and Statistics (Fall: 3)***Prerequisite:* An undergraduate course in statistics

This course focuses primarily on the design of research experiments and the inferential statistics used to assess their results. Analysis of variance techniques that assess the main and interactive effects of multiple independent variables on single dependent variables will be emphasized.

*Ehri Ryu***PS 608 Multivariate Statistics (Spring: 3)***Prerequisite:* PS 606

Matrix algebra for multivariate procedures, component and factor analysis, canonical and discriminant analysis, MANOVA, logistic regression, and hierarchical linear model are discussed in this course.

Ehri Ryu

PS 690 Scientific Writing (Spring: 3)

Writing is an essential part of science and is a craft that can be learned. In this class, students work on their own empirical articles, posters, and literature reviews.

James A. Russell

Romance Languages and Literatures**Faculty**

Vera Lee, *Professor Emerita*; A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

J. Enrique Ojeda, *Professor Emeritus*; M.A., Ph.D., Harvard University

Maria L. Simonelli, *Professor Emerita*; Libera Docenza in Filologia Romanza, Rome; Dottore in Lettere e Filosofia, University of Florence

Rebecca M. Valette, *Professor Emerita*; B.A., Mt. Holyoke College; Ph.D., University of Colorado

Robert L. Sheehan, *Associate Professor Emeritus*; B.S., Boston College; A.M., Ph.D., Boston University

Matilda T. Bruckner, *Professor*; A.B., Bryn Mawr College; M.Phil., Ph.D., Yale University

Dwayne Eugène Carpenter, *Professor*; B.A., M.A., Pacific Union College; Ph.D., University of California at Berkeley; Ph.D., Graduate Theological Union, Berkeley

Rena A. Lamparska, *Professor*; LL.M., University of Wrocław; M.A., Catholic University of America; Ph.D., Harvard University

Kevin Newmark, *Professor and Graduate Program Director*; B.A., Holy Cross; M.A., Middlebury College, France; Ph.D., Yale University

Elizabeth Rhodes, *Professor*; B.A., Westhampton College, University of Richmond; M.A., Ph.D., Bryn Mawr College

Norman Araujo, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Sarah H. Beckjord, *Associate Professor*; B.A. Harvard University; M.A., M.Phil., Ph.D., Columbia University

Stephen Bold, *Associate Professor*; B.A., University of California; M.A., Ph.D., New York University

Ernesto Livon-Grosman, *Associate Professor*; B.A., Empire State College; M.A., Ph.D., New York University

Irene Mizrahi, *Associate Professor*; B.Sc., Technion-Israel Institute of Technology; M.A., Ph.D., University of Connecticut

Franco Mormando, *Associate Professor*; B.A., Columbia University; M.A., Ph.D., Harvard University

Ourida Mostefai, *Associate Professor*; Chairperson of the Department; Licence de lettres, Université de la Sorbonne Nouvelle, Paris; M.A., Ph.D., New York University

Harry L. Rosser, *Associate Professor*; B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill

Laurie Shepard, *Associate Professor*; B.A., Wesleyan University; M.A., Ph.D., Boston College

Régine Michelle Jean-Charles, *Assistant Professor*; B.A., University of Pennsylvania; A.M., Ph.D., Harvard University

Jeff Flagg, *Adjunct Professor*; B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University

Joseph Breines, *Adjunct Associate Professor*; B.A., University of Michigan, Ann Arbor; M.A., Boston University; M.A.T., Oakland University; Ph.D., Yale University

Brian O'Connor, *Adjunct Assistant Professor*; B.A., Northern Illinois University; M.A., Ph.D., Boston College

Catherine Wood Lange, *Adjunct Assistant Professor*; B.A., M.A., Boston College; Ph.D., State University of New York at Stony Brook

Andrea Javel, *Senior Lecturer*; B.A., University of Dayton; M.A., Université René Descartes (Paris); M.Ed., Harvard University

Debbie Rusch, *Senior Lecturer*; B.S., M.S., University of Wisconsin-Madison

Contacts

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- Graduate and Undergraduate Records Secretary: 617-552-3820
- www.bc.edu/rll
- rll@bc.edu

Graduate Program Description**M.A., M.A.T., and Ph.D. Programs**

The Department includes the fields of French, Italian, and Hispanic (Peninsular and Spanish American) literatures and film, and grants the Ph.D. in French Literature, Hispanic Literature (Peninsular and Latin American), or two Romance literatures. In the Ph.D. program, students specialize in French or Hispanic literature, or pursue a focused comparative study of two Romance literatures.

The M.A. is granted in Hispanic Studies, French, and Italian. The M.A. is designed to develop and strengthen teachers at the secondary school level and to prepare students to continue their studies in a Ph.D. program. The Department also grants a Masters of Arts in Teaching in French and Hispanic Studies, in conjunction with the Lynch School of Education. The department accepts M.A. candidates from Boston College into its Ph.D. program.

Deadlines and Prerequisites for Admission

The doctoral application deadline is January 2. The M.A. application is due on February 1.

Students applying for admission to graduate degree programs in the Romance literatures must satisfy the following prerequisites: (1) a general coverage of their major literature at the undergraduate level; (2) a formal survey course or a sufficient number of courses more limited in scope; (3) at least four semesters of advanced work in period or general courses in the major literature. Only Ph.D. candidates with a B.A. from an American college are required to submit G.R.E. exam results. There is no G.R.E. requirement for M.A. candidates.

For complete information concerning the graduate programs, visit www.bc.edu/schools/cas/romlang/gradprog/handbook.html.

Doctor of Philosophy

The Department of Romance Languages and Literatures offers doctoral students a course of study adapted to individual needs and designed to train effective scholars and teachers. Students may structure their programs according to one of two distinctive models:

Plan I: Ph.D. in Hispanic or French Literature and Culture

Students structure their programs to study the chronological development of one Romance language, literature, and culture (French or Hispanic), and analytic methodologies pertinent to their field.

Plan II: Ph.D. in Romance Literatures

Students structure their programs to focus on one period or genre in two Romance languages and literatures.

Plan I: Ph.D. in Hispanic or French Literature and Culture

Broad Chronological Coverage: In consultation with their advisors, students select courses to develop broad coverage of their major literature from the Middle Ages to the present, as well as specific expertise in the field. Given the nature of the comprehensive examination, students are encouraged to take courses in all periods.

Related Graduate Courses: With the approval of their advisors, students may include in their doctoral program up to six credits earned in related courses, if they are relevant to their field of specialization. These may include graduate courses in other Romance or non-Romance literatures, language pedagogy, fine arts, history, film, philosophy, etc.

Plan II: Ph.D. in Romance Literatures

Lateral Coverage: Early in the program, the student formulates a coherent program of study in consultation with the advisor. Students select two Romance literatures and a period or genre that merits investigation across linguistic and national boundaries.

Students are encouraged, with the approval of their advisor, to include extra-departmental courses in their doctoral program: twelve credits if they are entering with a B.A. or six credits with an M.A.

Language Competence: For admission to the Ph.D. in Romance Literatures, applicants must have fluent command of two Romance languages.

Admission to the Ph.D. Programs

Candidates with a Master's Degree: Students accepted for the doctoral program are granted transfer credit for the M.A. or its equivalent, i.e., 30 credits. The M.A. equivalency of foreign diplomas is determined, whenever necessary, through communication with the Bureau of Comparative Education of the Division of International Education, Washington, D.C.

Candidates with a Bachelor's Degree: Students admitted to the doctoral program without an M.A. will be evaluated at the end of the first year of coursework (after completing at least 15 credits). Satisfactory performance will be defined by a grade point average of at least 3.33 or B+. Incomplete courses, justified by serious and compelling reasons, may result in postponing the evaluation.

Students whose performance is deemed satisfactory will be required to complete an additional 30 credits of coursework, and to fulfill additional requirements for the doctoral degree as specified in the Graduate Handbook.

Students whose performance is deemed unsatisfactory for the doctoral program will be invited to complete a master's degree. They will be required to take a second year of coursework (for a total of 30 credits in two year) and to fulfill all additional requirements for the master's degree as specified in the Graduate Handbook. The degree shall be terminal.

Ph.D. Degree Requirements

- Students earn 48 credits (students entering with the B.A.) or 30 credits (students entering with the M.A.), including three credits in the History of the Language in French or Spanish, and three credits in RL 780 Readings in Theory.
- Students must maintain an average of B or better in their courses.

- If the student's M.A. program did not include a second language examination, a translation test will be required.
- A reading knowledge of Latin is required of all candidates and should be demonstrated early in the program. (See the Graduate Handbook for the ways in which this requirement may be fulfilled.) A reading knowledge of German is required only for candidates in Medieval Studies.
- The Graduate School of Arts and Sciences requires all doctoral candidates to spend at least two consecutive semesters in residence on campus. This requirement can be fulfilled by full-time enrollment in the program, or, in the case of teaching fellows, by virtue of fulfilling the teaching and study obligations of their fellowship.
- Upon completion of all course work and language requirements, the doctoral student must pass an oral comprehensive examination.
- Upon successful completion of an oral comprehensive examination, the degree candidate will select a Dissertation Advisor. Second and third readers will be appointed by the Dissertation Advisor, in consultation with the student and the Director of Graduate Studies, to form the Dissertation Committee.
- It is expected that a dissertation proposal will be submitted by the degree candidate within six months of passing the oral comprehensive. The candidate will remain in consultation with the Dissertation Advisor while preparing the proposal.
- After approval by the Dissertation Committee, the dissertation will be defended by the candidate in a one-hour oral defense that is open to the public.

Master of Arts Degree in French, Hispanic, or Italian Literature and Culture

- Thirty credits (i.e., ten courses) in Romance Languages and Literatures courses.
- M.A. candidates may receive a maximum of nine credits for courses taken in languages/literatures other than the primary language/literature of study, including courses on literary theory, pedagogy, and linguistics. Included in this limit, and with the approval of the Graduate Studies Committee, up to six credits may be earned from courses in related areas of study, or from courses taken at other institutions.
- Distribution Requirement: Each student in the French M.A. Program must take at least one course from every area of the curriculum (Medieval, Early Modern, eighteenth century, nineteenth century, twentieth century, Francophonie). The fulfillment of the Distribution Requirement is to be overseen and verified by the Faculty Advisor.
- Distribution Requirement: Hispanic Studies students must take a minimum of nine credits in Peninsular Spanish and nine credits in Spanish American Literature.
- Entering M.A. students in French and Hispanic Studies are strongly encouraged to take RL 704, Explication de textes, and RL 901, Advanced Textual Analysis in Spanish, respectively, during their first year of graduate study.
- Students wishing to register for Consortium Institution courses must secure permission to do so from the head of their program, during the semester before they plan to enroll.

Master of Arts Degree in Teaching

The Masters of Arts in Teaching (M.A.T.) program is administered through the Lynch School of Education in cooperation with the Department of Romance Languages and Literatures. It requires admission to both the Lynch School of Education and the Department of Romance Languages and Literatures. The program provides licensure and continued professional development for primary and secondary school teachers of French and Spanish.

Course requirements vary depending upon the candidate's prior teaching experience; however, all master's programs leading to licensure in secondary education include practical experience in addition to course work. Students seeking licensure in Massachusetts are required to pass the Massachusetts Educators Certification Test. Candidates for the M.A.T. in Romance Languages and Literatures must earn 15 credits in graduate courses in their target language.

Consult the Departmental Graduate Handbook concerning other requirements.

Further information on the Graduate Program, including funding in the Department of Romance Languages and Literatures can be found at www.bc.edu/schools/cas/romlang/gradprog/handbook.html.

Undergraduate and Graduate Course Offerings

RL 425 Animals in Medieval Literature (Fall: 3)

Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, and RL 309

Offered periodically

Conducted in French

Foxes and lions, dragons and werewolves exercise their fascination over the medieval imagination. Animals, whether domestic or wild, real or imaginary, speak to our human need to explore ourselves and our world, the overlapping boundaries between the natural and the unnatural, the human and the nonhuman, as we try to define ourselves and fix our identity. The medieval French texts chosen from the twelfth to the fourteenth centuries suggest that such a project was as complex and ever shifting in the Middle Ages as it remains in the modern world.
Matilda T. Bruckner

RL 431 Classicism in Seventeenth-Century French Literature (Spring: 3)

Offered periodically

Conducted in French

This course offers an advanced introduction to the literature of France's classical age. We will conduct a close reading of some of the century's greatest works by its greatest writers (Corneille, Descartes, Racine, Pascal, Lafayette, et al.) and covering the major genres (tragedy, comedy, philosophical essay, novel). Along the way we will come to understand better the meaning of Classicism in French literature, the complex and delicate doctrine of simplicity that tries to capture light not in a bottle but in a text.

Stephen Bold

RL 445 Rousseau's Legacies (Fall: 3)

Offered periodically

Conducted in French

This course will be devoted to the study of the reception of Rousseau's writings since the eighteenth century. Modern interpretations of Rousseau's thought will be examined in order to analyze the myth surrounding the person and the writer. The major

texts of Rousseau will be read, including the two *Discours*, *La Lettre à d'Alembert*, *Julie, ou La Nouvelle Héloïse*, *Du Contrat Social*, *Emile*, *Les Confessions*, and *Les Rêveries*.

Ourida Mostefai

RL 452 Realism in French Literature (Fall: 3)

Prerequisites: Two courses from RL 305-309

Offered periodically

Conducted in French

This course will offer a study of realism in French poetry, drama, and narrative literature of the nineteenth century. Gautier and Leconte de Lisle will be examined as poetic representatives of the Art for Art's sake doctrine and the Parnassian movement respectively. Flaubert, Fromentin, and Zola will be used to illustrate the trajectory of the novel from Realism to Naturalism, the latter movement also being exemplified in the short stories of Daudet and Maupassant and in the theater of Becque. Finally, Rostand's dramatic virtuosity will be appreciated as an idealistic reaction against the excesses of naturalism.

Norman Araujo

RL 453 Paris: Capital of the Nineteenth Century (Fall: 3)

Offered periodically

Conducted in French

Victor Hugo called Paris the "focal point of civilization" and Walter Benjamin labeled it the "capital of the nineteenth century." This course investigates the significance of the French metropolis's rise to preeminence in the century following the French Revolution. Examining nineteenth-century literary and visual representations of Paris alongside histories of the city, we will explore how culture intersects with the urban environment. How did writers and artists map urban space? How did the city shape cultural trends? All readings, assignments, and discussions will be in French.

Anne Linton

RL 456 Monsters of the Nineteenth Century: Vampires, Hermaphrodites and Inverts (Spring 3)

Prerequisites: Two courses from RL 305-309

Offered periodically

Conducted in French

Through close readings of fiction by Nodier, Gautier, Balzac, Hugo, Zola, Rachilde, and other cultural documents (popular fiction, contemporary reviews, medical case studies, films, legal documents, and the memoirs of nineteenth-century intersexual Herculeine Barbin) by less well remembered authors and artists, this literature seminar will investigate the pervasive nineteenth-century fascination with monstrosity. In readings spanning a variety of genres, we will explore otherness in nineteenth-century France. What is the relationship between alterity and modernity, and what can these literary "monsters" tell us about ourselves?

Anne Linton

RL 526 Dante's *Divine Comedy* in Translation (Fall: 3)

Cross listed with PL 508, TH 559

An introduction to and critical reading of the *Divine Comedy* (in English translation), one of the world's greatest epic poems, produced by "the chief imagination of Christendom" (Yeats). Dante's journey through Hell, Purgatory, and Paradise will be analyzed at its multiple levels of interpretation: literal and allegorical, theological, philosophical, political, and literary. Compendium of an entire epoch of European civilization, the Comedy will also be interrogated for its

responses to the fundamental questions of human existence: God, the Cosmos, the Self, Good and Evil, Right and Wrong, Suffering, and Happiness.

Laurie Shepard

RL 597 Foreign Language Pedagogy (Fall: 3)

Cross listed with SL 430, ED 303

Offered periodically

Conducted in English

See course description in the Lynch School of Education.

The Department

Graduate Course Offerings

RL 065 Intensive Reading in French (Summer: 1)

The course objectives are (1) to develop the ability to read French readily and accurately through the study of grammatical structures and vocabulary; (2) to develop techniques for the reading of French-language material; and (3) to provide practice in the translation of French texts in general and of texts related to the students' major fields of study and research. This course may be taken for a grade, for pass/fail, or may be audited (as a registered auditor). Students desiring a pass/fail grade must file this grading preference with the Graduate School of Arts and Sciences.

The Department

RL 780 Readings in Theory (Spring: 3)

Cross listed with EN 780, PL 780

Offered periodically

Conducted in English

Open to undergraduates with permission of instructor only

Fulfills a Ph.D. requirement in Romance Languages and Literatures

This course is organized as an introduction to the reading of literary theory for graduate students in various disciplines. Its aim is to develop in students an awareness and sensitivity to the specific means and ends of interpreting literary and extra-literary language today. The course seeks to provide students with a basic familiarity with some of the most formative linguistic, anthropological, philosophical, and literary antecedents of the diverse and often contentious theoretical models occupying the contemporary literary critical scene. Readings from Saussure, Levi-Strauss, Jakobson, Barthes, Lacan, Ricoeur, Derrida, de Man, García Canclini, Josefina Ludmer, Carlos Monsivais, among others.

Kevin Newmark

RL 799 Readings and Research (Fall/Spring: 3)

By arrangement

The Department

RL 820 Literary Society in Trieste at the Time of Svevo and Joyce (Fall: 3)

Offered periodically

Conducted in Italian

The mutual relationships (of selection/exclusion or of acceptance/respect) among national cultures, their specificities and identities, and, on the other hand, the "worldwide" character of literature assume today a particular value within the discussions on the identity and unity of European culture. The state of culture and literary society in the Trieste of Svevo and Joyce, a multi-ethnic

and multi-cultural city, offers an eloquent example of this thematic. In this seminar, it will be discussed on the basis of Svevo's works with particular attention to Svevo's relationship with Joyce.

Rena A. Lamparska

RL 822 Boccaccio and the Comedy of Renaissance Italy (Fall: 3)

Offered periodically

Students will learn cutting edge technology and contribute to an interactive website: *Commedia! Italian Renaissance Comedy*. The first part of the course focuses on the *Decameron* by Giovanni Boccaccio, the model for Italian prose and the source of the witty dialog of Renaissance comedies. Students will then study comedies written and produced in Siena and Florence in the first half of the sixteenth century. After reading the comedies, a common list of theatergrams, or comic stock pieces will be developed. Students will be invited to transcribe a comedy and encode the theatergrams for their final project. Training will be provided.

Laurie Shepard

RL 830 Rome in the Age of Bernini (Spring: 3)

Offered periodically

Conducted in Italian

Open to undergraduates with permission of instructor

An interdisciplinary study of Italian literature and culture, focusing on the city of Rome during the age of Gian Lorenzo Bernini (1598-1680), the glorious era of the Baroque. Against the backdrop of the political and institutional crises and social-religious metamorphoses of the period, we will explore the fertile and intimate inter-relationship between literature (elite and popular, sacred and profane) and the arts, both visual and performing.

Franco Mormando

RL 842 Giacomo Leopardi (Spring: 3)

Offered periodically

Conducted in Italian

Leopardi and the literary trends of his epoch. His poetics, his *Canti*, *Operette morali*, *Pensieri*, and *Zibaldone*.

Rena A. Lamparska

RL 880 Dissertation Seminar (Fall/Spring: 1)

Offered periodically

This course is for Ph.D. students only.

This bimonthly seminar provides Ph.D. students with a forum in which to discuss their works in progress and further develop the variety of skills necessary for conducting effective academic research and bringing to successful completion the writing of their dissertation.

The Department

RL 888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

RL 901 Advanced Textual Analysis in Spanish (Fall: 3)

Conducted in Spanish

Required of all beginning graduate students in Hispanic Studies

An intensive writing workshop designed to improve students' skills in textual analysis, this course includes the practice of various types of professional writing: summaries, critical analyses, book reviews, as well as oral presentations. Students confront a sophisticated

range of critical terms from the fields of linguistics and critical theory, and practice using those terms. Class members engage in peer review, summarize critical readings, and conduct advanced bibliographic research.

Elizabeth Rhodes

RL 943 Historiography, Memory, and Autobiography in Colonial Spanish American Texts (Fall: 3)

Offered periodically

Conducted in Spanish

An in-depth examination of narrative technique in major chronicles of the *Conquest of America*. We will explore the ways in which these authors inscribe themselves as narrators as well as their writings in the context the historiographical tradition and humanist norms for historiography. Consideration will also be given to recent thinking on problems of writing history. Special attention will be given to the *Historia verdadera* by Bernal Díaz and the *Comentarios reales* by Garcilaso Inca de la Vega. Theoretical readings by White, de Certeau, Rigney, Cohn, and Lejeune.

Sarah H. Beckjord

RL 966 Cuban Film: A History (Spring: 3)

Offered periodically

Conducted in Spanish

Dedicated to explore the vast and rich history of Cuba's film production this course will trace a map of the films that turned cinema into the most visible cultural industry of the island. From pre 1960's and the first films of the Cuban Revolution all the way to the latest videos we will look at the different topics that made Cuban film as we know it today. Course taught in Spanish, readings in Spanish and English.

Ernesto Livon-Grosman

RL 982 The Art of the Short Story in Spanish America (Fall: 3)

Offered periodically

Conducted in Spanish

Beginning with the elements of oral tradition, reflected in early writings, the development of the genre of the short story will be traced to the present. Attention will be given to major literary currents and their effects on form and content.

Harry L. Rosser

RL 990 Graduate and Professional Seminar (Fall: 1)

The seminar presents a systematic introduction to the issues and topics of graduate student life and preparation for a successful career. Discussions will include professional ethics, strategies for conference participation, publication, the evolving role of theory, the roles of literature and language in the classroom, long-term career planning, and specific information on departmental requirements.

Kevin Newmark

RL 998 Doctoral Comprehensive (Fall/Spring: 1)

For students who have not yet passed the Doctoral comprehensive, but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

RL 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay for the doctoral continuation

during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Slavic and Eastern Languages and Literatures

Faculty

Maxim D. Shrayer, *Professor*; B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale University

Cynthia Simmons, *Professor*; A.B., Indiana University; A.M., Ph.D., Brown University

Margaret Thomas, *Professor*; B.A. Yale University; M.Ed., Boston University; A.M., Ph.D., Harvard University

Sing-chen Lydia Chiang, *Associate Professor and East Asian Languages Coordinator*; B.A. National Taiwan University; M.A., University of Washington; Ph.D., Stanford University

Michael J. Connolly, *Associate Professor*; Chairperson of the Department; A.B., Boston College; Ph.D., Harvard University

Franck Salameh, *Assistant Professor and Arabic and Hebrew Coordinator*; B.A., University of Central Florida; M.A., Boston University; Ph.D., Brandeis University

Contacts

- Administrative Secretary: Demetra Parasirakis, 617-552-3910, parasira@bc.edu
- <http://fmwww.bc.edu/SL/SL.html>

Graduate Program Description

Program Overview

The Department administers three different Master of Arts degree programs—Linguistics, Russian, and Slavic Studies. Additionally, the Department participates in a program for the Master of Arts in Teaching (M.A.T.) with the Lynch School of Education and entertains applications for dual M.A./M.B.A. and M.A./J.D. degrees.

Graduate Admission

For admission to M.A. candidacy in Russian or Slavic Studies, students must be able to demonstrate a working knowledge of the Russian language equivalent at the very least to the proficiency expected at the end of three years (advanced level) of college study. They must also be acquainted with the major facts of Russian literature and history.

Students applying in Linguistics, a program that stresses the interdisciplinary nature of linguistics (i.e., not restricted to Slavic topics), should have a good preparation in languages and some undergraduate level work in linguistics.

Slavic Studies and Linguistics programs involve a proportion of work in other departments of the University, and candidates in these areas are expected to meet all prerequisites for such courses and seminars. Students must also be prepared, in the course of studies, to deal with materials in various languages as required.

Students with an undergraduate degree who require preparation for admission to the M.A. program may apply as special students. This mode of application is also suited to those who are looking for post-undergraduate courses without enrolling in a formal degree program and for guests from other universities who are enrolling in the BC St. Petersburg program.

Degree Requirements

All M.A. programs require:

- A minimum of ten 1-semester courses (30 credits) in prescribed graduate-level course work
- Qualifying and special field examinations
- A supervised research paper of publishable quality on an approved topic

The grades for the qualifying examinations, special-field examinations, and the research paper are reported to the Office of Student Services as a single comprehensive examination grade. Comprehensive examination sectors are in written or oral format, depending on the nature of the subject matter.

The Department has exemption procedures to allow limited substitution of requirements. A student may apply up to two courses (six credits) of advanced work from other universities or research institutes toward program requirements, provided this work has not been previously applied to an awarded degree.

Course Information

Courses below SL 300 do not normally apply for graduate degree credit but are open to interested graduate and special students.

Undergraduate and Graduate Course Offerings

SL 097 Independent Language Study: Turkish (Fall/Spring: 1)

Offered periodically

May be repeated for credit

This course meets one hour per week, with an expected outside commitment on the part of the student of at least three to four hours.

Independent study of modern Turkish, supervised and assessed by a native speaker.

Güliz Turgut

SL 280 Society and National Identity in the Balkans (Fall: 3)

Offered periodically

An overview of ethnic, cultural, and religious diversity among peoples of the Balkans (Albanians, Bosnians, Bulgarians, Croats, Greeks, Macedonians, Romanians, Serbs, Slovenes, Jews, Turks, and gypsies). It is a study of what constitutes the various parameters of identity: linguistic typologies, religious diversity (Catholicism, Orthodoxy, Islam, and Judaism), culture, and social class. An analysis of the origins of nationalism, the emergence of nation-states, and contemporary nationalism as a source of instability and war in the Balkans will be considered.

Mariela Dakova

SL 311 General Linguistics (Fall: 3)

Cross listed with EN 527

An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models. This course provides an intensive introduction to the study of what languages are and how they operate. Exercises in the analysis of fragments from various languages supplement the theoretical lectures and readings.

Michael J. Connolly

SL 322 The Structure of Modern Russian (Fall: 3)

Prerequisite: Previous experience with an inflected language

Offered biennially

A systematic review coverage of the phonology and grammar of Contemporary Standard Russian with attention to specific topics in the linguistic analysis of the language, especially phonological structure, accentuation, and morphological patterning. Open to upper-division students requiring a very intensive introduction to Russian, as well as to students in Linguistics or Slavic looking to see what makes the language “tick.”

Michael J. Connolly

SL 323 The Linguistic Structure of English (Spring: 3)

Cross listed with EN 121, ED 589

Offered biennially

An analysis of the major features of contemporary English with some reference to earlier versions of the language: sound system, grammar, structure and meanings of words, and properties of discourse.

Michael J. Connolly

SL 327 Sanskrit (Spring: 3)

Prerequisite: Previous experience with an inflected language

The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics.

Michael J. Connolly

SL 356 Classics in Linguistics (Spring: 3)

Prerequisites: A course in General Linguistics and at least one additional Linguistics elective

Students must be prepared to follow some of the readings in the original languages.

Supervised readings, reports, and discussions on formative and important works in the development of linguistic thought from the ancient world up through modern linguistic controversies. Readings are chosen with partial consideration of students' research interests.

Michael J. Connolly

Margaret Thomas

SL 362 Language in Society (Spring: 3)

Cross listed with EN 122, SC 362

Offered periodically

This course provides an introduction to the study of language in its social context: varieties of language associated with social class, ethnicity, locale, and age; bilingualism; pidgin and Creole languages; proposals about the relationship of language, thought, and culture; and the structure and role of discourse in different cultures. Sociolinguistic issues of contemporary interest, including language and gender, language planning, and language and public policy will be studied.

Margaret Thomas

SL 367 Language and Language Types (Fall: 3)

Prerequisites: SL 311/EN 527 and at least one other course in Linguistics recommended

Cross listed with EN 127

Offered Periodically

Researches the diversity of natural languages and the limits of that diversity. How are human languages similar, and how are they different? What factors control the attested range of cross-linguistic variation? Focus is on morphological and syntactic data, with some

discussion of the genetic (historical) relationships among the world's languages, and of methodological problems facing modern linguistic typologies.

Margaret Thomas

SL 374 Post-Soviet Russian Literature (Fall: 3)

Offered periodically

Since the fall of the Soviet Union in 1991, dramatic cultural shifts have transformed Russian literature—writers no longer work under the “red pencil” of censorship, but like writers in the West, under the “censorship” of the marketplace. Crime fiction vies with more highbrow literature, and post-modern themes and devices prevail among a younger generation less influenced by a classical or Soviet heritage. Diversity (e.g., gender and ethnic identities), newly acquired tastes, and a predictable tension between Soviet and post-Soviet values characterize works by Boris Akunin, Valeriia Narbikova, Viktor Pelevin, Nina Sadur, Vladimir Sorokin, Olga Slavnikova, and Liudmila Ulitskaia.

Cynthia Simmons

SL 378 Second Language Acquisition (Fall: 3)

Cross listed with RL 495

Offered biennially

An introduction to what it means to learn, and know, a second or foreign language. The course focuses on research carried out since the development of the “interlanguage hypothesis”: the role of the learner's native language, Krashen's Monitor Model, application of Greenbergian language universals in the analysis of learner language, generative grammar-based proposals, debate about the role of input and interaction, and research on the social and psychological factors that bear on second language learning. Emphasis is on the acquisition of second-language morphology, grammar, and vocabulary by adults, with some treatment of child language acquisition.

Claire Foley

Margaret Thomas

SL 383 Sound and Form: Morphophonology (Spring: 3)

For students who have already studied some general linguistics, a look, through examples from various languages and through a consideration of available analytic techniques, at operations in phonology which occur in morphological/inflectional context. Also, as time allows, excursions into phonosyntax.

Michael J. Connolly

SL 430 Foreign Language Pedagogy (Fall: 3)

Cross listed with RL 597, ED 303

Offered periodically

See course description in the Lynch School of Education.

The Department

Graduate Course Offerings

SL 586 Seminar: Exile (Fall: 3)

Cross listed with EN 726

Offered periodically

Instructor's permission required for undergraduates

“All writers emigrate to their art and stay therein,” Vladimir Nabokov once stated. What are some of the historical, aesthetic, and spiritual conditions that define a writer in exile? We shall attempt to answer this question by closely examining works by Berberova,

Brodsky, Kundera, Nabokov, Naipaul, Sebald, I.B. Singer, Gertrude Stein and other twentieth-century authors along with selected theoretical perspectives on exile.

Maxim D. Shrayar

SL 888 Interim Study (Fall/Spring: 0)

The Department

Sociology

Faculty

Severyn T. Bruyn, *Professor Emeritus*; A.B., A.M., Ph.D., University of Illinois

John D. Donovan, *Professor Emeritus*; Ph.D., Harvard University

Lynda Lytle Holmstrom, *Professor Emerita*; B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University

Sarah Babb, *Professor*; Chairperson of the Department; B.A., University of Michigan; M.A., Ph.D., Northwestern University

Charles Derber, *Professor*; A.B., Yale University; Ph.D., University of Chicago

Lisa Dodson, *Research Professor*; B.A., M.A., Boston University; Ph.D., Brandeis University

William A. Gamson, *Professor*; A.B., Antioch College; A.M., Ph.D., University of Michigan

Jeanne Guillemin, *Research Professor*; A.B., Harvard University; Ph.D., Brandeis University

Sharlene Hesse-Biber, *Professor*; A.B., A.M., Ph.D., University of Michigan

David A. Karp, *Professor*; A.B., Harvard College; Ph.D., New York University

Ritchie Lowry, *Professor*; A.B., A.M., Ph.D., University of California at Berkeley

Stephen J. Pfohl, *Professor*; B.A., The Catholic University of America; M.A., Ph.D., The Ohio State University

Catherine Kohler Riessman, *Research Professor*; B.A., Bard College; M.S.W., Yeshiva University; Ph.D., Columbia University

Paul G. Schervish, *Professor*; A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin

Juliet Schor, *Professor*; B.A., Wesleyan University; Ph.D., University of Massachusetts

John B. Williamson, *Professor*; B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

Eva Marie Garrouette, *Associate Professor*; B.A., Houghton College; M.A., SUNY, Buffalo; M.A., Ph.D., Princeton University

Paul S. Gray, *Associate Professor*; A.B., Princeton; A.M., Stanford University; A.M., Ph.D., Yale University

Zine Magubane, *Associate Professor*; B.A., Princeton University; M.A., Ph.D., Harvard University

Michael A. Malec, *Associate Professor*; B.S., Loyola University; M.S., Ph.D., Purdue University

Shawn McGuffey, *Associate Professor*; B.A., M.A., Transylvania University; Ph.D., University of Massachusetts, Amherst

Charlotte Ryan, *Associate Research Professor*; B.A., Harvard University; Ph.D., Boston College

Leslie Salzinger, *Associate Professor*; B.A., Harvard University; Ph.D., University of California, Berkeley

Natasha Sarkisian, *Associate Professor*; B.A., State Academy of Management, Moscow, Russia; M.A., Ph.D., University of Massachusetts, Amherst

Eve Spangler, *Associate Professor*; A.B., Brooklyn College; A.M., Yale University; M.L.S., Southern Connecticut State College; Ph.D., University of Massachusetts

Brian Gareau, *Assistant Professor*; B.A., Providence College; M.S., Washington State University; M.A., Ph.D., University of California, Santa Cruz

Sara Moorman, *Assistant Professor*; B.S., B.A., Pennsylvania State University; M.S., Ph.D., University of Wisconsin-Madison

Contacts

- 617-552-4130
- www.bc.edu/sociology
- sociolog@bc.edu

Graduate Program Description

Below is a general description of our M.A. and Ph.D. programs. For more detailed information, see our Guide to Graduate Study at www.bc.edu/schools/cas/sociology/grad/handbook.html.

Master's Program

The M.A. program prepares students for careers in the areas of social research, applied sociological analysis, and basic college-level teaching, while also providing the foundation for advanced graduate level study toward the Ph.D.

Admissions: Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose and any other information that might enhance their candidacy. GREs are recommended but not required. Apply online at www.bc.edu/schools/gsas/admission.html.

Master's Degree Requirements: The Master's degree is completed by passing ten courses (30 credit hours) and completing the requirements for either the **Academic Master's Degree** or the **Applied Master's Degree**.

To receive an Academic Master's Degree, the student must complete ten courses, including five required courses, and a Master's Examination, including a Master's Thesis or Paper. The core required courses for the Academic M.A. are the following: a 2-semester sequence in sociological theory (SC 715-716), a 1-semester course (Social Inquiry Research Seminar SC 710), and a 2-semester sequence in statistics (SC 702-703).

To receive an Applied Master's Degree, the student must complete a Plan of Study in collaboration with a departmental advisor, have that Plan of Study approved by the Graduate Program Director, and complete ten courses, including the following six required courses: one semester of sociological theory (either SC 715 or SC 716), a 2-semester sequence in statistics (SC 702-703), and either three additional courses in research methods (including statistical methods), or two additional courses in research methods (including statistical methods) and SC 540 (Internship in Sociology).

Doctoral Program

The Ph.D. program seeks to combine the rigors of scholarly analysis with a commitment to social justice in a wide range of social institutions and settings. It prepares students for careers as university and college faculty and as researchers and decision makers in business, the public sector, and not-for-profit organizations.

Admissions: The primary criteria for admission are academic performance and promise of outstanding independent work. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose and any other information that might enhance their candidacy. GREs are required. Apply online at www.bc.edu/schools/gsas/admissions.html.

Ph.D. Degree Requirements: The Doctoral degree is fulfilled by completing all M.A. requirements plus an additional eight courses (for a total of 54 credits), including another graduate level Methods course. Other requirements include meeting a one year full-time residency requirement, writing a research paper of publishable quality, passing general comprehensive examinations, completing a doctoral dissertation, and passing an oral defense.

Ph.D./M.B.A. Program (M.A./M.B.A. also offered)

The Department and the Carroll Graduate School of Management administer this dual degree program, which trains social researchers, providing them with a systematic understanding of the business and work place environment and trains managers in social research techniques appropriate to their needs. The program is interdisciplinary, focusing on topics such as corporate responsibility and accountability, social investment, workplace democracy, and industrial relations. Contact Sociology Professor Paul Gray at gray@bc.edu for additional information. Apply online to both schools, the Graduate School of Arts and Sciences at <http://www.bc.edu/schools/gsas/admissions.html> and the Carroll Graduate School of Management at www.bc.edu/schools/csom/graduate/mba.html.

Financial Assistance

The Department has a limited number of financial assistance packages in the form of Graduate Teaching and Research Assistantships, Graduate Fellowships, and tuition waivers, with all candidates accepted to the Ph.D. program assured of receiving funding. Apply online at www.bc.edu/schools/gsas/admissions.html.

The Sociology Department's e-mail address is sociology@bc.edu.

Undergraduate and Graduate Course Offerings

SC 378 Introduction to Social Work (Fall/Spring: 3)

Cross listed with PS 600, SW 600

See course description in the Graduate School of Social Work.

The Department

SC 507 Sociology of Mental Health and Illness (Spring: 3)

Offered periodically

The purpose of this seminar is to consider what a sociological perspective brings to our understanding of mental health and illness. The goal throughout will be to examine critically how history, institutions, and culture shape our conceptions of mental illness and ill persons. We will especially examine how a medical model has triumphed in defining the causes and cures for mental illness. Students will be expected to participate in weekly discussions, to carry out research on a topic of their own interest, and to present their findings towards the end of the semester.

David A. Karp

SC 540-541 Internship in Sociology I and II (Fall/Spring: 3)

Prerequisite: Permission of instructor

This internship program is designed for students who wish to acquire practical work experience in a human service, political, social research, or social policy agency—private or governmental, profit or

nonprofit. Students have the primary responsibility of locating their own placement setting; however, both the instructor and the BC Internship Program Office in the Career Center can be of help. Students must meet with the instructor before registering to receive permission to register for the course, make sure that they will be available at the time the seminar will meet, and receive the details about the course and placements.

John B. Williamson

SC 568 Sociology of Education (Fall: 3)

Cross listed with ED 349

Offered periodically

See course description in the Lynch School of Education.

Ted Youn

SC 590 Carework and Inequality (Fall: 3)

Offered periodically

This course explores work and family conflicts and the tension between carework as private responsibility versus carework as a public good. We examine the private cost of motherhood and the social and economic consequences of child-raising, including those faced by low-income parents without public provision of family welfare. We return to the question, does the larger society have care responsibilities for its people? We also focus on purchased care and paid careworkers, exploring the race/class identity of this fastest-growing labor market and their care-impovertised families.

Lisa Dodson

SC 591 From Poor Law to Working Poor: Low-Income America (Spring: 3)

From warning off paupers to getting welfare mothers to work, this course provides an overview of social attitudes, national debates and public policies toward low-income families and their communities. Readings examine relationships between poverty and race, gender, families with children and the low-wage job market. We will consider images and language describing the poor and how these may influence public opinion and social investment. Student research will explore and compare contemporary costs of living, wage levels, and family care needs in middle-class and low-income families.

The Department

SC 664 Colloquium: Teaching Women's Studies (Fall/Spring: 3)

Prerequisite: SC 255

Cross listed with EN 603, HS 665

Offered periodically

Students meet weekly with the faculty advisor to discuss assigned readings—interdisciplinary feminist pedagogy—and with their respective seminar groups from SC 255.

Abigail Brooks

SC 670 Technology and Culture (Fall: 3)

Cross listed with CS 267, PL 670, MI 267

This interdisciplinary course will first investigate the social, political, psychological, ethical and spiritual aspects of the Western cultural development with a special emphasis on scientific and technological metaphors and narratives from the Greeks to the present. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions,

democratic process, quality of the lifeworld and on the emergent meanings for the terms “citizen” and “ethics” in our so-called post-modern society.

William Griffith

Graduate Course Offerings

SC 702 Introduction to Statistics and Data Analysis (Fall: 3)

Required for graduate students

This course will introduce the basic statistical concepts used in social research including centrality and dispersion, correlation and association, probability and hypothesis testing, as well as provide an introduction to the BC computer system and the SPSS data analysis package.

Michael A. Malec

SC 703 Multivariate Statistics (Spring: 3)

Offered periodically

Required for graduate students

Enrollment for students outside the sociology department is by permission of the instructor.

This course assumes knowledge of the material covered in SC 702. Thus it assumes a solid background in SPSS as well as a basic course in statistics. We will focus on three or four general statistical procedures including factor analysis, regression analysis, logistic regression, and if time permits, discriminant analysis. However, the course is focused primarily on multiple regression and related procedures. In this context we consider data transformations, analysis of residuals and outliers, covariance analysis, interaction terms, quadratic regression, dummy variables, and stepwise regression. Our focus is on data analysis, not on the mathematical foundations of the statistical procedures considered.

John B. Williamson

SC 704 Topics in Multivariate Statistics (Fall: 3)

This applied course is designed for students in sociology, education, nursing, organizational studies, political science, psychology, or social work with a prior background in statistics at the level of SC 703 Multivariate Statistics. It assumes a strong grounding in multivariate regression analysis. The major topics of the course will include OLS regression diagnostics, binary, ordered, and multinomial logistic regression, models for the analysis of count data (e.g., Poisson and negative binomial regression), treatment of missing data, and the analysis of clustered and stratified samples. All analyses in the course will be conducted using Stata, but no previous Stata experience is necessary.

Natasha Sarkisian

SC 710 Social Inquiry Research Seminar (Spring: 3)

Required for graduate students

This course presents the wide range of alternative research methods available to and widely used by the social researcher. Among those considered are the following: survey research, observational field research, intensive interviewing, experimental research, historical analysis, and content analysis. Considerable attention will be given to comparisons among these alternative methods, to an assessment of the relative strengths and limitations of each, and to issues related to

research design and proposal writing. In the context of these alternative research methods, attention will be given to problem formulation, measurement, reliability, validity, sampling, and ethical considerations.

Paul S. Gray

Sharlene Hesse-Biber

SC 715 Classical Social Theory (Fall: 3)

Required for graduate students

Focusing on the work of Marx, Durkheim, and Weber, the course traces the philosophic, intellectual, and social history of the ideas, themes, concepts, and schools of thought we now call "classical sociological theory." Supportive thinkers will also be discussed as they contributed to the emergence and establishment of modern sociological thought.

Paul G. Schervish

Eve Spangler

SC 716 Contemporary Social Theory (Spring: 3)

Required for graduate students

This seminar is a graduate level introduction to contemporary social theory. It concerns the historical context and development of a wide variety of perspectives used by social theorists to make sense of multiple social worlds. It also concerns the ways in which social theories are themselves sociologically constructed. Theoretical frameworks addressed include: functionalism and cybernetics; symbolic interactionism and pragmatism; exchange, behavioral, and conflict perspectives; feminism; Marxism; phenomenology and ethnomethodology; critical race theory; queer theory; structuralism and poststructuralism; as well as postcolonial and postmodern theories of the subject and power.

Stephen J. Pfohl

Paul G. Schervish

Eve Spangler

SC 751 Quest for Social Justice (Fall: 3)

SESJ Program course

This seminar draws on the literature in political sociology and social movements to address sustained efforts to bring about social and political change. It is geared toward the problems and issues faced by groups involved in such efforts: (1) diagnosing the opportunities and constraints provided by the system in which they are operating; (2) analyzing the problems of mobilizing potential supporters and maintaining their continued loyalty and commitment; (3) devising effective strategies for influencing targets of change; and (4) dealing with counter-efforts at social control.

William A. Gamson

SC 761 Second Year Graduate Writing Seminar (Fall/Spring: 3)

Students should register for the 2-semester course in the spring term only, and contact the professor about attending in the fall.

A completed research proposal is required for entry.

This course does not meet every week.

The writing seminar is intended for second year M.A. and Ph.D. students working on their M.A. theses/papers and second-year papers. The 3 credit, two semester seminar begins in fall and continues into the spring term. Students are encouraged to take the seminar in the fall term immediately following their completion of the spring Research Methods course (SC 710). The writing seminar employs a supportive structure and a collaborative learning environment to help students to

carry out their own independent projects. Students will be graded on the drafts of their research papers submitted at the end of the spring semester.

Sarah Babb

Leslie Salzinger

SC 781 Dissertation Seminar (Fall/Spring: 1)

This is a continuing research workshop which covers all stages of the research process, from conceptualization and theory development through data analysis and writing. The workshop is intended primarily for sociology graduate students working on dissertations. Others will be welcomed on a case-by-case basis. The group meets bi-weekly, with individual meetings with the professor as necessary. All students who are writing dissertations are strongly recommended to enroll in this workshop, at least for one semester.

Natasha Sarkisian

Juliet Schor

The Department

SC 801 Thesis Seminar (Fall: 3)

A research course under the guidance of a faculty member for those writing a master's thesis.

The Department

SC 888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. Interim Study requires a commitment of at least 20 hours per week working on the thesis.

The Department

SC 901 Research Apprenticeship (Fall: 3)

By arrangement.

The Department

SC 998 Doctoral Comprehensive (Fall/Spring: 1)

This course is for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

SC 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Theology

Faculty

Robert Daly, S.J., *Professor Emeritus*; A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg

Harvey D. Egan, S.J., *Professor Emeritus*; B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)

Philip King, *Professor Emeritus*; A.B., M.A., St. John Seminary College; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University

Patrick J. Ryan, S.J., *Associate Professor Emeritus*; A.B., A.M., Boston College, S.T.D., Gregorian University

Stephen F. Brown, *Professor*; A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Université de Louvain

Lisa Sowle Cahill, *Monan Professor*; A.B., University of Santa Clara; A.M., Ph.D., University of Chicago

Donald J. Dietrich, *Professor*; B.S., Canisius College; M.A., Ph.D., University of Minnesota

Roberto S. Goizueta, *Flatley Professor of Catholic Theology*; B.A., Yale University; M.A., Ph.D., Marquette University

Michael J. Himes, *Professor*; B.A., Cathedral College; M.Div., The Seminary of the Immaculate Conception; Ph.D., University of Chicago

David Hollenbach, S.J., *University Professor of Human Rights*; B.S., St. Joseph's University; M.A., Ph.L., St. Louis University; M.Div., Woodstock College; Ph.D., Yale University

James F. Keenan, S.J., *Founders Professor of Theological Ethics*; Director of Graduate Studies; B.A., Fordham University; M.Div., Weston Jesuit School of Theology; S.T.L., S.T.D., Gregorian University, Rome

Bruce T. Morrill, S.J., *Professor*; B.A., College of the Holy Cross; M.A., Columbia University; M.Div., Jesuit School of Theology, Berkeley; Ph.D., Emory University

James W. Morris, *Professor*; B.A., University of Chicago; Ph.D. Harvard University

John J. Paris, S.J., *Walsh Professor*; B.D., M.A., Boston College; A.M., Harvard University; Ph.L., Weston College; M.A., Ph.D., University of Southern California

PHEME PERKINS, *Professor*; A.B., St. John's College; A.M., Ph.D., Harvard University

Stephen J. Pope, *Professor*; A.B., Gonzaga University; M.A., Ph.D., University of Chicago

Boyd Taylor Coolman, *Associate Professor*; B.A., Wheaton College; M.Div., Princeton Theological Seminary; Ph.D., University of Notre Dame

M. Shawn Copeland, *Associate Professor*; Ph.D., Boston College

Catherine Cornille, *Associate Professor*; Chairperson of the Department; M.A. University of Hawaii; Ph.D., Catholic University of Leuven, Belgium

John A. Darr, *Associate Professor*; A.B., A.M., Wheaton College (Illinois); A.M., Ph.D., Vanderbilt University

Charles C. Hefling, *Associate Professor*; A.B., Harvard College; B.D., Th.D., The Divinity School Harvard University; Ph.D., Boston College

Kenneth R. Himes, O.F.M., *Associate Professor*; B.A., Siena College; M.A., Washington Theological Union; Ph.D., Duke University

Mary Ann Hinsdale, IHM, *Associate Professor*; B.A., Marygrove College; S.T.L., Regis College; Ph.D., University of St. Michael's College, Toronto

Robert P. Imbelli, *Associate Professor*; B.A., Fordham University; S.T.L., Gregorian University, Rome; M.Phil., Ph.D., Yale University

Ruth Langer, *Associate Professor*; A.B., Bryn Mawr College; M.A.H.L., M.Phil., Ph.D., Hebrew Union College

Frederick G. Lawrence, *Associate Professor*; A.B., St. John's College; D.Th., University of Basel

John J. Makransky, *Associate Professor*; B.A., Yale University; Ph.D., University of Wisconsin

H. John McDargh, *Associate Professor*; A.B., Emory University; Ph.D., Harvard University

Margaret Amy Schatkin, *Associate Professor*; A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

David Vanderhoof, *Associate Professor*; B.A., University of Winnipeg; M.A., York University; Ph.D., Harvard University

Thomas E. Wangler, *Associate Professor*; B.S., LeMoyne College; M.A., Ph.D., Marquette University

James M. Weiss, *Associate Professor*; A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

Jeffrey L. Cooley, *Assistant Professor*; B.A., Wheaton College; M.Phil., Ph.D., Hebrew Union College

Yonder Gillihan, *Assistant Professor*; B.A., M.A., Ball State University; Ph.D., University of Chicago

Michael A. Fahey, S.J., *Adjunct Research Professor*; B.A., Boston College; Ph.L., University of Louvain; S.T.L., Weston Jesuit School of Theology; Th.D., University of Tübingen

Aloysius Lugira, *Adjunct Associate Professor*; B.A., Katigondo Seminary; B.Th., M.Th., Th.D., Fribourg University

Erik C. Owens, *Adjunct Assistant Professor*; B.A., Duke University; M.T.S., Harvard University; Ph.D., University of Chicago

Meghan Sweeney, *Adjunct Assistant Professor*; B.A., College of the Holy Cross; M.Div., Harvard University; Ph.D., Emory University

Matthew Mullane, *Adjunct Senior Lecturer*; B.A., St. Columban's College; B.D., St. John's Seminary; M.A., Ph.D. (cand.), Boston College

Contacts

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- www.bc.edu/theology

Graduate Program Description

Boston College offers unusual resources for a Catholic and ecumenical study of all areas of theology. The combined faculties of the Theology Department and the School of Theology and Ministry make Boston College a premier International Theological Center and the city of Boston is one of the richest environments for the study of theology in the world. The Boston Theological Institute, a consortium of theology faculties primarily in the Boston-Newton-Cambridge area, has as its constituent members the following institutions:

- Andover Newton Theological School
- Boston College's Department of Theology
- Boston College's School of Theology and Ministry
- Boston University School of Theology
- Episcopal Divinity School
- Gordon-Conwell Theological Seminary
- Harvard Divinity School
- Holy Cross Greek Orthodox Seminary
- St. John's Seminary

This consortium offers complete cross-registration in several hundred courses, the use of library facilities in the nine schools, joint seminars and programs, and faculty exchange programs.

Ph.D. Program in Theology

The program has as its goal the formation of theologians who intellectually excel in the church, the academy, and society. It is confessional in nature and envisions theology as “faith seeking understanding.” Accordingly, the program aims at nourishing a community of faith, scholarly conversation, research, and teaching centered in the study of Christian life and thought, past and present, in ways that contribute to this goal. It recognizes that creative theological discussion and specialized research today require serious and in-depth appropriation of the great philosophical and theological traditions of the past, as well as ecumenical, interdisciplinary, inter-religious, and cross-cultural cooperation.

The program is designed and taught by the ecumenical faculty of the Theology Department. One of the intrinsic components of the Program is a call for a wise appropriation of Catholic and/or Protestant theological and doctrinal traditions, as well as critical and constructive dialogue with other major religions, with other Christian theological positions, and with contemporary cultures.

The program is rigorous in its expectation that students master Catholic and/or Protestant theological traditions and probe critically the foundations of various theological positions. Students are expected to master the tools and techniques of research and to organize and integrate their knowledge so as to make an original contribution to theological discussion. Because the program includes faculty members who are expert in the Hindu, Buddhist, Muslim, and Jewish traditions, it also offers a context in which the issues raised by religious pluralism can be explored, responsibly and in detail, and in which a Christian comparative theology can be pursued seriously.

Students admitted to the Ph.D. Program should have completed the M.Div., or equivalent degree; a master's degree in religion, theology, or philosophy; or a bachelor's program with a strong background in religion, theology, and/or philosophy.

Areas of Specialization

Students in the doctoral program specialize in one of five major areas: Biblical Studies, History of Christian Life and Thought, Systematic Theology, Theological Ethics, or Comparative Theology.

Biblical Studies focuses on the canonical books of the Bible both within their historical and cultural world and in relation to their reception within the Christian and Jewish traditions. All students will acquire a thorough competency in both the Old Testament/Hebrew Bible and the New Testament including competency in Hebrew, Aramaic, and Greek. They may learn other ancient languages and literatures as their research requires and must acquire a reading knowledge of German and either French or Spanish. The comprehensive exams will cover the whole Bible, with emphasis on either the Old Testament/Hebrew Bible or the New Testament, and will include a specialized exam in an area of study pertinent to the student's dissertation. Students will be expected to pass a general examination on the testament that is not their specialty. (That counts as their “minor” area).

The History of Christian Life and Thought examines how different forms of Christian faith, theology and doctrine, behavior, ritual, and institutional setting came to manifest themselves over the course of Christian history. Students focus on how these various forms of Christian life and thought developed over time by looking not only to their direct social and religious contexts and their underlying

philosophical and spiritual presuppositions, but also to the implications of such developments for the life of the Church, both immediate and long-term.

While students in this area can study such diverse fields as history of exegesis, history of education, and institutional church history, as well as focus on individual authors, the current faculty in this area have a strong common interest in spirituality and in the history of theological developments. Their emphasis is on the study of the past in its “pastness,” although secondarily the contemporary relevance of historical developments may be brought out as well. The faculty is interested in imparting to students a keen awareness of historical method by keeping them abreast of the contemporary historiographical debate.

This area is for scholars whose teaching interests fall into a broad range of courses in the history of Christianity and whose research interests lie within at least one subfield of historical Christianity—such as the early Church, the medieval Church, the Reformation, counter-reformation, the Enlightenment, modernity, American Christianity, or Jewish history.

Systematic Theology is the contemporary intellectual reflection on the Christian Mysteries as an interrelated whole. The Systematics faculty seeks to develop the student's ability to treat theological material systematically and constructively, that is, according to a method that attends to the coherence and interconnectedness of the elements of the Christian tradition. The necessary role of historical, dogmatic, and descriptive theological activity is hereby acknowledged.

Our primary concern is the systematic and constructive elucidation of the Christian faith in a contemporary context, and we emphasize the relationships among theological themes and topics, including their growth and development in historical and systematic contexts. Essential to the practice of Systematic Theology is a methodical appreciation of the concerns that form the context for the great inquiries and debates of the tradition and modern times.

Theological Ethics prepares its graduates for teaching and research positions that call for specialization in theological ethics. It includes the ecumenical study of major Roman Catholic and Protestant thinkers, and it attends to the Biblical foundations and theological contexts of ethics.

In line with the conviction that faith and reason are complementary, the program explores the contributions of philosophical thought, both past and present. It includes a strong social ethics component, as well as offerings in other areas of applied ethics. The exploration of contemporary ethics is set in a critical, historical perspective and encourages attention to the global and multicultural character of the Christian community.

Comparative Theology prepares students for careful theological reflection, usually from a Christian perspective, on non-Christian religions in their particularity, and on their significance for theology. Comparative Theology entails the study of one or more religious traditions in addition to one's own, and critical reflection on one's own tradition in light of that other tradition or other traditions. Students are expected to acquire a significant understanding of a major non-Christian religion as well as a critical method used in the study of religions, for example, philosophy of religion, comparative religion, or history of religions.

Like all other areas of Theology, Comparative Theology's ultimate horizon is knowledge of God, the transcendent, or the nature of

ultimate reality; it aims to be constructive theology. The practitioner, while rooted in one tradition (in this program, normally Christianity), becomes deeply affected by systematic, consistent attention to the details of one or more other religious and theological traditions, thereby informing continuing theological reflection upon his or her own tradition. It is this focused attention to the distinctive details of different traditions that distinguishes Comparative Theology from the Theology of Religions, but also opens the possibility of a newly and more deeply informed Theology of Religions. In turn, this study is brought into dialogue with some particular theme or topic of study in Christian Theology (usually, as studied in one of the other areas of specialization: Bible, History of Christian Life and Thought, Systematic Theology, Theological Ethics, or Pastoral Theology), and articulated in light of a Theology of Religions. Students in this area are thus prepared to take up a wide range of research projects, and also to teach one or more religious traditions in addition to chosen areas of Christian Theology.

Language Requirements

Each doctoral student must pass examinations in at least two languages (normally, French and German). These test the student's proficiency in reading languages important for his/her research, and must be passed before admission to the comprehensive examinations. Students may take the departmental translation examinations (offered three times a year) or pass (with a grade of B or better) a 12-week summer intensive language course. Some areas require more than the minimum of two languages. Knowledge of various ancient languages may also be required, depending on the student's dissertation topic. Thus, Greek, Latin, and Hebrew may well be required for students working in the early Christian and/or medieval period. Students in Biblical Studies are expected to demonstrate proficiency in appropriate ancient and modern languages, and those in Comparative Theology are expected to acquire at least an intermediate level of proficiency in languages related to the non-Christian religious traditions they are studying.

Institute of Medieval Philosophy and Theology

A unique resource available to Theology Department doctoral students is Boston College's Institute of Medieval Philosophy and Theology. The Institute unites the teaching and research efforts of faculty members in the Theology and Philosophy Departments who specialize in Medieval Philosophy and Theology. Doctoral degrees are awarded in the Theology (or Philosophy) Department, and students study within one of these departments.

The focus of the Institute is the relationship between Medieval Philosophy and Theology and Modern Continental Philosophy and Theology. The concentration of the Philosophy and Theology Departments at Boston College is in modern continental thought, so the context for carrying on a dialogue between Medieval and Modern Philosophy and Theology is well established. To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute offers graduate student fellowships and assistantships, sponsors speakers programs, runs a faculty-student seminar to investigate new areas of Medieval Philosophical and Theological research, and runs a research center to assist in the publication of monographs and articles in the diverse areas of Medieval Philosophy and Theology, to encourage the translation of medieval sources and the editing of philosophical and theological texts.

Undergraduate and Graduate Course Offerings

TH 290 The Problem of Belief in Modernity (Fall: 3)

The various critiques of religion which have emerged since the Enlightenment have raised issues which call into question the possibility of Christian faith. This course will explore several of those issues (especially regarding the doctrines of God, creation, incarnation, and grace) in order to appreciate the truth and relevance of the critiques. It will then consider how responsible persons today can express the Christian faith in such a way as to take account of the critiques.

Michael J. Himes

TH 343 Genocide and Film (Fall: 3)

Cross listed with FM 343

This course is an historical overview of the twentieth century tragedy of genocide and ethnic cleansing as depicted in feature films as well as documentaries. We ask how these horrors can be visually translated to the screen while both maintaining their authenticity and serving as commercial entertainment. Through an analysis of a series of poignant films, the plight of the Native Americans, the controversial Armenian Genocide, the Holocaust and its legacy, the Killing Fields of Cambodia, and the Hutu-sponsored massacres in Rwanda will help grasp the driving mechanism of genocide and ethnic cleansing.

Raymond Helmick, S.J.

John Michalczyk

TH 378 Jesus in Story and History (Spring: 3)

An extensive literary-critical analysis of diverse portrayals of Jesus in the canonical Gospels, followed by an examination of modern historical-critical attempts to reconstruct the historical Jesus within and behind the various early Christian depictions of him.

John A. Darr

TH 406 War and Peacemaking in Eastern Christianity (Spring: 3)

Despite its compelling record on pacifism, the Eastern Church had occasionally derailed from this position due to heresies and political pressures. First, a focused literature review of patristic writings, liturgical compositions, Canon Law, etc., will be conducted to identify the Church's position on violence. Secondly, phenomena such as evil and dualism will be analyzed in the context of attitudes of demonizing the enemies, while the Just War Theory and Nationalism will be analyzed in the context of instances when the Church sanctioned defensive violence. Thirdly, special peacemaking methods will be explored in light of the tripartite dimension of violence.

Marian Simion

TH 423 Ignatian Spirituality (Spring: 3)

This course is an exploration of the tradition of Christian spirituality influenced by the life and work of Saint Ignatius of Loyola, the founder of the Society of Jesus (the Jesuits). It will involve two major themes. First, it will involve an examination of the historical milieu in which Ignatius lived and wrote, as well as the theology and spirituality which influenced his writing. Second, it will invite students to consider the meaning and relevance of this spirituality in the contemporary world, in the contexts of the academy and the Church.

Timothy Muldoon

TH 424 Medieval Affectivity: The Cultivation of Ethico-Religious Feeling in the Middle Ages (Fall: 3)

All texts will be read in English.

This course surveys high and later medieval conceptions of religious and ethical affectivity (feeling, emotion, sensibility, affection) as reflected primarily in theological texts. It will explore medieval conceptions of human affections as they are understood in to emerge in relation between human subjects and God (compunction, sorrow, love, delight, ecstasy); consider human affections that emerge within human relationships (friendship, compassion, congratulation). The course will consider a wide variety of texts (treatises, summae, commentaries, visions, poems, sermons, etc.) that emerge in diverse contexts (monasteries, universities), from male and female authors, and as expressions of distinct theological styles (monastic, scholastic, and vernacular/mystical).

Boyd Taylor Coolman

TH 425 Seminar in Greek Patrology (Fall: 3)

Prerequisite: Introduction to Ancient Greek

Translations of selected patristic texts from the original Greek. Introduction to patristic philology.

Margaret Amy Schatkin

TH 426 Fathers of the Church (Fall: 3)

Theology majors only

Introduction to the Fathers of the Church, with special emphasis on the period after the apostles to the Council of Nicea (A.D. 325). The lives, writings, and teachings of the Church Fathers will be studied through readings in English translation.

Margaret Amy Schatkin

TH 429 Religion and Ecology (Fall: 3)

Prerequisite: Permission of instructor

This course studies the emergence of ecological theology as a form of liberation theology. It investigates the roots of environmental degradation in the Judeo-Christian tradition and the attempts of contemporary theologians to re-envision our understanding of God, human being and nature in order to shape a sustainable, planetary theology. Authors studied include: Thomas Berry, Teilhard de Chardin, Leonardo Boff, Dennis Edwards, Ivone Gebara, Elizabeth Johnson, Sallie McFague, Rosemary Radford Ruether, and statements of the World Council of Churches, the Orthodox Patriarchs and the Catholic hierarchy.

Mary Ann Hinsdale

TH 433 Faith, Service, and Solidarity (Spring: 3)

Offered periodically

This course intends to provide advanced students an opportunity for in-depth study of the theology, spirituality and ethics of Christian service. Significant prior service experience is necessary. Major themes include compassion, social concern, hospitality and companionship, advocacy, the virtue of humility, accompaniment and solidarity, justice and charity. Attention given to Scripture, Thomas Aquinas, Ignatius of Loyola, as well as various contemporary authors.

Stephen J. Pope

TH 438 Career, Work, and Spirituality (Spring: 3)

Offered periodically

This seminar explores Christian spiritualities, traditions, and theologies of work, career, professional life, and calling. We use some relevant contemporary sociology, psychology, and management theory.

We also explore practical lives of real individuals, including an opportunity for discernment of the student's own relationship to work, career, and calling

James M. Weiss

TH 447 The Synoptic Gospels (Fall: 3)

Literary, historical, and theological analyses of Matthew, Mark and Luke. A review of historical settings of and relationships among the first three canonical gospels will precede careful study of their literary structures and theological themes. Special attention will be devoted to issues of plot, characterization, narration, point of view, rhetoric, Christology, eschatology, and ecclesiology.

John A. Darr

TH 448 Seminar: Latin Patrology (Spring: 3)

Prerequisite: Introduction to Latin

Selections from St. Jerome read in the original Latin to illustrate his role as a biblical scholar, a translator, and a mediator between eastern and western theology.

Margaret Amy Schatkin

TH 452 Theology of Marriage and Family (Spring: 3)

Marriage and family would appear to be among the most ancient of social institutions. Both have figured prominently in the Christian tradition, yet both institutions have undergone significant changes and have been understood in quite different ways within that tradition. This course will explore the changing understandings of marriage and family within the Christian tradition beginning with the Bible and continuing up to the present. We will also attend to contemporary debates within Christianity regarding issues related to divorce/re-marriage, cohabitation, and same-sex marriage.

Richard Gaillardetz

TH 466 Introduction to Judaism (Fall: 3)

This course is sponsored in part by the Jewish Chautauqua Society.

In this elective we shall study the historical development, the belief system, the main practices as well as the major points of contacts of Judaism with Christianity and Islam throughout the centuries.

Rabbi Rifat Sonsino

TH 467 A History of Christian Architecture (Fall: 3)

Our interest throughout will be on the church as a space for ritual, and as evidence of a particular understanding of the relationship between God and people.

This course will trace the development of church design and decoration in Western Christianity. We will begin with the modifications to private homes made for the earliest Christian communities, and then move on to examine the great medieval modifications of the Roman basilica in the Romanesque and Gothic styles, the high decoration of Baroque Catholic churches and the sobriety of their Protestant counterparts, the adaptations of these styles in the New World, and finally, modern churches as places of assembly for the people of God.

Patricia DeLeeuw

TH 469 What Can We Know About God? Exploring the Answers of Christian Antiquity (Fall: 3)

Team taught with Professor George Dion Dragas of Holy Cross Greek Orthodox School of Theology

The teachings of the Cappadocians (Basil, Gregory of Nazianzus, Gregory of Nyssa) and John Chrysostom about God, Trinity, and Christology. Study of their dogmatic writings in light of modern interpretation and contemporary debate.

Margaret Amy Schatkin

TH 474 Jews and Christians: Understanding the Other (Spring: 3)
Cross listed with PL 473

This course is an exercise in interreligious learning, sponsored by the Boston College's Center for Jewish-Christian Learning.

Interreligious dialogue requires interreligious understanding. This course will build a foundation for genuine dialogue between Jews and Christians by posing fundamental theological questions in a comparative context. Students will gain an understanding of the other tradition while also deepening their understanding of their own, discussing such matters as the human experience of God, the purpose of human existence, the nature of religious community, and the ways that the communities respond to challenges, both contemporary and ancient.

James Bernauer

Ruth Langer

TH 475 History of Modern Christianity (Fall: 3)

This course will focus on how theologians have engaged their cultures from the Reformation to the present. This dialogical process has witnessed an array of mutations. In the current theological environment, it has become fairly clear that the interactive process of faith engaging culture has resulted in a realization that God has different meanings for different people at different times.

Donald J. Dietrich

TH 481 Women and the Church (Spring: 3)

Offered periodically

The religious and social experience of women from a variety of cultures, including the experience of class participants, form the basis of this seminar. We will study (1) the historical roots of Christian feminist theology; (2) explore the critiques and alternative reconstructions of traditional understandings of the Bible, God, human beings and their relationship to the world that have been offered by Christian feminist theologians writing from a variety of ideological perspectives; and (3) investigate the ways in which women have defined themselves in relationship to the church, particularly in terms of spirituality and ministry.

Mary Ann Hinsdale. IHM

TH 482 Hitler, the Churches, and the Holocaust (Fall: 3)

Cross listed with HS 460

Offered periodically

This course will examine the anti-Semitism and nationalism that weakened the churches' response to Hitler's policies. It will also analyze the theological and institutional resistance that emerged in response to totalitarianism and to the Holocaust as well as consider the post-Holocaust paradigm shift in theology.

Donald J. Dietrich

TH 487 Passover in Midrash and Talmud (Spring: 3)

This course is sponsored by Boston College's Center for Christian-Jewish Learning.

Fundamental to any understanding of Judaism is an ability to enter into its formative literature, Midrash and Talmud, the primary texts of Jewish learning. Focusing on texts (in translation) relevant to the celebration of Passover, this course will introduce students to the rabbinic approach to Scripture and their means of making it relevant in their (and our) world. This understanding will be heightened by comparisons to early Christian modes of discourse on the same themes.

Ruth Langer

TH 492 Religion and Public Education (Spring: 3)

This course considers the role of religion in American K-12 public schools, both inside the classroom (curriculum and instruction) and outside the classroom (school culture, extracurriculars, faculty/student rights). We will ask where/whether religion and religious freedom fit into the civic and humanistic goals of public education. We will consider the legal, philosophical, and ethical issues surrounding religion in public education. Finally, we will discuss alternative approaches taken in several other countries.

Erik C. Owens

TH 496 The Moral Dimension of the Christian Life (Fall: 3)

Offered periodically

This course provides a systematic overview of the basic components of Catholic moral theology. In manner of presentation the course is primarily oriented to lecture and readings. The content of the course is an exposition and analysis of topics traditionally treated under the heading of fundamental moral theology: moral character, moral freedom and its limits, the relationship of spirituality and morality, sin and conversion, conscience, the use of scripture in moral reasoning, natural law, the teaching authority of the church in moral matters, the development of moral norms, discernment and moral decision-making.

Kenneth R. Himes, O.F.M.

TH 506 Tibetan Buddhist Philosophy and Practice (Spring: 3)

Cross listed with PL 509

Philosophical ideas and meditative and ritual practices of the Tantric Buddhism of Tibet (Vajrayana). Includes early Buddhist and Mahayana philosophical foundations of Tantric Buddhism, connections between philosophy and sacred story, nature of mind and the transformative potential of the human being, visionary practices, concepts of mandala, meditation theory, inner yogas, unities of wisdom and means, and the feminine divine in cultural context. We explore Tibetan philosophy and praxis through writings of modern Buddhist studies scholars and Tibetan lamas.

John J. Makransky

TH 515 Anthropology of Karol Wojtyła/John Paul II (Spring: 3)

Cross listed with PL 513

See course description in the Philosophy Department.

Richard Spinello

TH 519 The Crisis of Confidence in the Catholic Church (Spring: 3)

Offered periodically

The Catholic Church, in the United States and Europe, has seen declining numbers both in regular attendance and in clergy and religious life. Scandals have torn at people's allegiance, and feelings of

disappointment, disillusion and anger have become widespread. Church authorities have seemed reluctant to acknowledge or address these problems and have responded with vexation to those who raise them from Right or Left. This course will examine the roots of this crisis of confidence in light of the nature of the Church community, its institutional structure and the historical experiences that have brought it to this pass.

Raymond Helmick, S.J.

TH 520 Encountering God in Classics of Spirituality (Spring: 3)

This seminar will undertake a careful reading of classics of spirituality from three historical contexts: Augustine's *Confessions*, Dante's *Divine Comedy*, and Teilhard de Chardin's *Divine Milieu*. Participants will probe the meaning and scope of transformation in Christ which each work articulates. We will seek to cull from them resources for a new Christological integration of theology and spirituality.

Robert P. Imbelli

TH 527 Meditation, Interfaith Learning, Social Service (Spring: 3)

Prerequisite: Permission of instructor

Cross listed with TM 544

Tibetan Buddhist understandings of the nature of mind with its capacities for stable attention, compassionate communion, and wisdom will be explored through contemporary writing and guided meditations. The meditations are adapted for students of any background to explore—to deepen understanding of Buddhism, to shed light on students' own spiritualities, and to inform students' reading of faith-based social activists such as Merton, Nouwen, Day, M.L. King.

John J. Makransky

TH 529 Finding God: Aspects of Jewish Theology (Fall: 3)

Offered periodically

Beyond the dogmatic requirement of divine unity, Jewish theology has allowed great freedom to those seeking to find and understand God. This introductory course will survey various theological viewpoints about God, from the biblical period to the present time, covering such responses as theism, mysticism, religious naturalism, and religious humanism.

Rifat Sonsino

TH 544 Prophetic Tradition and Inspiration: Exploring the Hadith (Spring: 3)

Using English translations, this seminar surveys the ways the corpus of Prophetic hadith has inspired every area of Islamic life, including spiritual devotions and practices; theology, cosmology, and eschatology; family, social, and economic life; models of proper behavior; the interpretation of the Qur'an and sacred history; and later disciplines of Arabic learning. Seminar focuses on acquiring familiarity with the structure, contents, and uses of major Sunni hadith collections (but including representative Shiite sources), as well as later influential short collections (Nawawi, Ibn Arabi). (Supplemental Arabic reading session available.)

James W. Morris

TH 548 Buddhist Thought and Practice (Fall: 3)

Cross listed with PL 448

A study of philosophy in early Buddhist, Zen, Pure Land and Tibetan traditions, noting how Buddhist philosophical concepts inform and are informed by practices of meditation, mindfulness,

ethical trainings, and ritual. Students will be instructed in mindfulness exercises (observation of states of mind) to inform our studies, with daily mindfulness practice required. Relevance of Buddhist philosophy today, and in relation to Western philosophy and religion, will be considered throughout.

John J. Makransky

TH 551 Hindu-Christian Theology (Fall: 3)

Offered periodically

In a world of religious diversity, theologians are becoming increasingly engaged in dialogue with other religious traditions. This course will focus on the dialogue which has taken place in the past fifty years between Christian theologians and various strands of Hinduism. It will first provide an overview of the Hindu tradition and then discuss the work of some of the main protagonists of the Hindu-Christian dialogue: Bede Griffiths, Henri Le Saux, Raimon Panikkar, M. M. Thomas, Francis Clooney, Michael Amaladoss, and Sathya Clarke.

Catherine Cornille

TH 559 Dante's *Divine Comedy* in Translation (Fall: 3)

Cross listed with PL 508, RL 526

See course description in the Romance Languages and Literatures Department.

Laurie Shepard

TH 563 Ethics, Religion, and International Politics (Fall/Spring: 3)

Prerequisite: See Theology Department for registration approval

David Hollenbach, S.J.

Erik C. Owens

TH 566 Mystical Poetry in the Islamic Humanities (Spring: 3)

Spiritual poetry and music have long been the primary cultural vehicle for the popular communication of Qur'anic teaching throughout the Islamic world. Beginning with essential background from the Qur'an and hadith, this seminar will focus on three classics of the Islamic humanities: Attar's *Language of the Birds*, Rumi's *Masnavi*, and Hafez's lyrical poetry. Each participant will also study another major work from the Islamic humanities (in translation) from a different Muslim culture, or cognate artistic forms (film, music, literature) from contemporary spiritual settings. (Supplemental Persian reading session available.)

James W. Morris

TH 572 Intermediate Biblical Hebrew I (Fall: 3)

Prerequisites: Introduction to Biblical Hebrew I and II, or equivalent

Offered periodically

The course begins with a refresher of the basic grammar learned in an Introduction to Biblical Hebrew I and II. Students will deepen their familiarity with Hebrew grammar and syntax. Strong emphasis is placed on reading and translating narrative selections directly from the Hebrew Bible. Texts for study will include passages from Genesis, Samuel, Jonah, and Ruth, among others.

David Vanderhoof

TH 573 Intermediate Biblical Hebrew II (Spring: 3)

Prerequisites: Introductory Biblical Hebrew I and II, or equivalent.

Offered periodically

The course builds on the grammar and syntax learned in Intermediate Biblical Hebrew I. Students will develop more sophisticated knowledge of Hebrew grammar and syntax. Students will refine their ability to read Hebrew prose narratives in the first part of

the course. In the second part, students will be introduced to Hebrew poetry. Selections from the Psalms and Prophets will dominate course readings.

David Vanderhoof

TH 582-583 Introduction to Biblical Hebrew I and II (Fall/Spring: 3)

Cross listed with SL 091-092

No previous knowledge of Hebrew is assumed

These courses are thorough introductions to Biblical Hebrew and its principal grammatical structures in preparation for translation of prose and poetic texts. Readings in the Hebrew Bible/Old Testament begin the fall semester and increase in variety throughout the year.

Jeffrey L. Cooley

TH 584 Human Rights: A Common Morality for a Diverse and Developing World (Fall: 3)

Offered periodically

This course will explore the meaning, basis, historical roots, and practical significance of human rights, with special attention given to the questions of the universality of the idea of human rights in the context of the challenges of pluralism and economic development. Considers the relation between human rights diverse religious traditions, especially Christianity.

David Hollenbach, S.J.

TH 585 Introduction to the Dead Sea Scrolls (Fall: 3)

Discovery of nearly 800 manuscripts stashed in eleven caves near the Dead Sea, along with a ruined settlement and a large cemetery nearby, is one of the greatest archaeological finds of the twentieth century. This course will explore the relation between the texts, settlement and cemetery, introducing students to the basic problems in interpreting these artifacts. Our primary focus, however, will be on the texts, many of which are contemporaneous with those of early Christian literature, and which shed light upon ideas in the New Testament about the Messiah, law, and God's action in history on behalf of the righteous.

Yonder Gillihan

TH 587 Early Christianity in its Jewish Context (Spring: 3)

The course surveys the Jewish context of early Christian literature and history, through close analysis of primary texts. We begin with the origins of Jewish sectarianism in the second century BCE and study the development of various Jewish and Christian sects, concluding with Jewish and Christian groups in the second century CE. We will explore how closely related, and in many cases inseparable, Christian and Jewish identity were, well into the second century CE.

Yonder Gillihan

TH 594 New Testament Ethics (Fall: 3)

Prerequisite: One semester of Introduction to Bible

Offered periodically

A survey of ethical material in the New Testament including ethical arguments in their cultural and literary context. Particular attention to exegesis of the Sermon on the Mount and Pauline letters. Themes to be discussed include Christianity and culture, violence and love of enemy, obligation to the marginalized, sexuality, marriage, and divorce, Christians and the social order, and the religious basis of ethical transformation.

PHEME PERKINS

TH 598 Law, Medicine, and Ethics (Fall: 3)

This course examines legal and ethical issues in medicine. It is designed so that students take an ethical position on difficult or emerging issues in medicine such as appropriate care of seriously ill newborns, new forms of reproduction, and proposals for health care reform. The student is expected to provide a principled rationale for the position. The goal is to have the students think, be prepared to recognize inadequacies or difficulties in their position, modify it if necessary, and ultimately arrive at a thought through principled position. A Socratic method is used to achieve that goal.

John J. Paris, S.J.

TH 600 German-Jewish Thinkers (Fall: 3)

Cross listed with PL 603

See course description in the Philosophy Department.

James Bernauer

TH 662 Grace, from Lombard to Luther (Spring: 3)

This course studies the primary texts (in English) of authors who stood in the background of Luther's treatment of grace. His sources begin with Lombard, who, for Luther, identified grace with the presence of the Holy Spirit in the soul. Luther criticizes later Scholastic authors who consider sanctifying grace as a created quality existing in the soul. This criticism begins within Thomas Aquinas and moves to John Duns Scotus, Peter Aureoli and Gregory of Rimini, all whom deal with sanctifying grace but within different views of God's acceptance of man's graced acts as meritorious of the blessed life of heaven.

Stephen F. Brown

TH 794 Philosophy and the Church Fathers (Spring: 3)

Cross listed with PL 794

The relationship of Greek Philosophy and the Church Fathers. The marriage of Greek paideia and Christianity. Prayer in early Christianity and Greek philosophy.

Margaret Amy Schatkin

Graduate Course Offerings

TH 414 Contemporary Approaches to Religious Education (Fall: 3)

Cross listed with TM 414

See course description in the School of Theology and Ministry.

Jane E. Regan

TH 443 History and Methods in Comparative Religion (Spring: 3)

Offered periodically

The Comparative Study of Religions has evolved through different stages of methodological reflection since its establishment as an autonomous discipline over a century ago. Questions concerning the nature and goal of comparison and the possibilities and limits of understanding individuals belonging to other religions remain at the heart of any engagement with religious pluralism. In this course we will explore these questions through a study of the theories of early phenomenologists of religion such as Gerardus Van der Leeuw, through the work of Mircea Eliade and his critics, up to the contemporary approaches of figures such as Jonathan Z. Smith.

Catherine Cornille

TH 461 Human Rights Interdisciplinary Seminar (Spring: 3)

Prerequisite: Admission by instructor permission only. Satisfies ABA Writing Requirement for Law Students.

Cross listed with ED/PY 461

Students wishing to apply for the seminar should submit a brief statement explaining their interest (no longer than 250 words) to professor David Hollenbach (hollenb@bc.edu). The application deadline is Friday, November 4, 2011.

See course description in the Lynch School of Education.

The Department

TH 521 Gnostic Christianity (Spring: 3)

Prerequisite: One semester of Introduction to Bible

Offered periodically

An introduction to the Christian movements of the second to fourth centuries which challenged the official Christian presentation of Jesus as Son of the God revealed in Jewish Scriptures. Will study Gnostic writings as evidence for alternative forms of Christian religious expression; the orthodox Christian response to Gnosticism, and Mani's creation of a universal, missionary expression of Gnostic religion.

PHEME PERKINS

TH 536 Theology of Joseph Ratzinger (Fall: 3)

Cross listed with TM 576

A seminar devoted to the theology of Joseph Ratzinger/Pope Benedict XVI. The major texts to be read and discussed are: *An Introduction to Christianity*, *Eschatology: Death and Eternal Life*, and *The Spirit of the Liturgy*. For the sake of active participation, the seminar (open to graduate students, undergraduate theology majors, and others with the permission of the instructor) will be limited to twelve students.

ROBERT P. IMBELLI

TH 567 Theology and Bioethics (Spring: 3)

This course will stress Protestant and Catholic approaches to death and dying, infertility therapies, abortion, genetics, health care reform, and AIDS. Social justice will be a key concern. Feminist and intercultural perspectives will be included.

LISA SOWLE CABILL

TH 603 Classic Texts of American Theology (Spring: 3)

Cross listed with TM 603

See course description in the School of Theology and Ministry.

MARK S. MASSA, S.J.

TH 621 The Pentateuch (Fall: 3)

Prerequisite: Knowledge of biblical Hebrew

In this course we will study the Hebrew text of the Pentateuch, including the history of its interpretation and its modern study. Knowledge of biblical Hebrew is expected.

JEFFREY L. COOLEY

TH 624 Vatican II: History, Interpretation, and Reception (Fall: 3)

The Second Vatican Council was arguably the most significant ecclesial event for Roman Catholicism in the last four centuries. This course will study the Second Vatican Council as both a seminal ecclesial event and as a locus for doctrinal/theological development. The seminar will explore both diachronic and synchronic interpretations of key conciliar texts while also considering important questions regarding the critical reception of the council documents over the last 45 years.

RICHARD GAILLARDETZ

TH 636 Seven Theological Classics (Fall: 3)

This course, conducted as a seminar, will devote two sessions to each of seven important texts from the Christian tradition of "systematic," "philosophical," and "speculative" theology. These may include works of Anselm, Thomas Aquinas, Athanasius, Barth, Calvin, Irenaeus, John of Damascus, Newman, Schleiermacher, or other authors as determined by the instructor. Discussion will emphasize "methodological" issues—what each author is doing by saying what he says. Students who enroll will be responsible for preparing brief seminar papers and distributing them in advance.

CHARLES C. HEFLING

TH 638 Theology of Yves Congar (Spring: 3)

Yves Congar was arguably one of the four most influential Catholic systematic theologians of the twentieth century (along with Karl Rahner, Bernard Lonergan and Hans Urs von Balthasar). His prodigious scholarship paved the way for the Second Vatican Council, an ecclesial event in which he played a decisive role as council *peritus*. This seminar will explore the historical context of his work, with extended consideration of the *nouvelle théologie* movement. We will also consider theological projects in the post-conciliar period that continue along the trajectory that he established.

RICHARD GAILLARDETZ

TH 640 Twentieth-Century Systematic Theologians (Spring: 3)

This graduate seminar will consider major systematic theologians, both Catholic and Protestant, of the twentieth century. It follows on but may be taken independently of TH 694 Early Modern Theology. The seminar will entail close reading of major texts.

MICHAEL HIMES

TH 648 Migration: Ethical, Religious, and Political Perspectives (Spring: 3)

An exploration of the reality of "people on the move," past, present, and future, both in the United States and globally. Investigation of the ethical perspectives that should guide responses to migration by religious and civil communities. The issue of the economic causes and consequences of movement will receive particular attention, as will the forced migration of refugees, internally displaced persons, and those affected by environmental change. Registration is limited.

DAVID HOLLENBACH, S.J.

TH 649 Habakkuk and the Judean Prophetic Tradition (Spring: 3)

Prerequisite: Two years of biblical Hebrew

The book of Habakkuk will serve as a point of entry for analysis of the Judean prophetic tradition. Students will use the tools of philology and textual criticism to translate the complete book. They will also investigate connections between chapter three and other archaic Hebrew poems (and Ugaritic texts). General topics relevant for understanding Judean prophecy in its ancient context will be reviewed, together with recent scholarship on the phenomenon of intertextuality. Students will also read and translate the Qumran peshet to Habakkuk as one example of the history of the book's interpretation.

DAVID VANDERHOOF

TH 663 Virtues Ethics: From Aristotle to MacIntyre (Spring: 3)

In the first half of this course, we will study the philosophical and theological roots and the contemporary developments of virtue ethics; the second half will study the applicability of virtue ethics to sexual ethics; medical ethics; professional ecclesiastical and university ethics.

James F. Keenan, S.J.

TH 687 Catholic Theological Ethics: 1300-1900 (Fall: 3)

A survey of major figures in theological ethics: Duns Scotus; William of Ockham; Jean Gerson; Antoninus of Florence; Desiderius Erasmus; John Mair; Bartolome de las Casa; Juan Gines de Sepulveda; Francisco de Vitoria; Dominic Soto; Bartolome Medina; Council of Trent (1545-1563); Francesco de Toldeo; Thomas Sanchez; Francisco Suarez; Antonio Escobar; Blaise Pascal; Alphonsus Liguori; Johann Michael Sailer; Johann Baptist von Hirscher; and Thomas Slater.

James F. Keenan, S.J.

TH 734 Spiritual Sources of Catholic Education and Catechesis (Spring: 3)

Cross listed with TM 634

See course description in the School of Theology and Ministry.

Hoffman Ospino

TH 744 On the Trinity I: The Way to Nicea and Beyond (Fall: 3)

We will study mainly the newly published *The Triune God: Doctrines* by Bernard Lonergan, as well as some primary sources in tracing the emergence of Trinitarian doctrines “dangerous memories” or the truths by which we live as Christians—in the early church councils and patristic theology.

Frederick G. Lawrence

TH 746 On the Trinity II: From Processions to Missions (Spring: 3)

We will study mainly the now published *The Triune God: Systematics* by Bernard Lonergan, along with brief forays into Augustine’s *De Trinitate* and Thomas Aquinas’s *Summa theologiae*. Students will be asked to report on alternate approaches to the Trinity, Protestant (e.g. Barth), Orthodox (e.g. Zizioulas), and Roman Catholic (e.g. Balthasar, Rahner).

Frederick G. Lawrence

TH 762 Christian Ethics: Major Figures (Fall: 3)

Offered periodically

This course will consider fundamental questions in Christian theological ethics. Major issues are Scripture and ethics, nature and grace, Christian ethics and philosophy or “reason,” and faith and social action or politics. Two areas of applied ethics will be emphasized: (1) just war and pacifism; and (2) gender, sex, marriage. The approach will be both historical or descriptive, and critical or normative. Authors include Augustine, Aquinas, Luther, Calvin, Menno Simons, and Jonathan Edwards.

Lisa Sowle Cahill

TH 779 Christian Philosophy (Fall: 3)

Prerequisites: For advanced M.A. students and Ph.D. students, familiarity with the philosophy of Heidegger, and some basic Christian theology.

Cross listed with PL 779

See course description in the Philosophy Department.

Jeffrey Bloechl

TH 803 Graeca (Spring: 3)

Prerequisite: Intermediate Greek

Rapid reading in Jewish Greek texts (LXX, Philo, Josephus) for students who have completed Intermediate Greek with an introduction to research in the authors treated.

Pheme Perkins

TH 811 Theology and Culture (Spring: 3)

This course will examine the relationship between the theological enterprise and its cultural context, especially as that relationship is manifested in (post)modern theologies, African-American theologies, and U.S. Latino/a theologies. The first part of the course will explore general methodological issues: definitions of “culture,” the impact of cultural pluralism on theological method, the nature of modernity and (post)modernity, the phenomenon of globalization. The second part of the course will examine different models for understanding the relationship between culture and theology. The last part of the course will focus on particular examples of contextual theologies among marginalized cultures in the United States.

Roberto S. Goizueta

TH 850 Seminar: Biblical Studies I (Fall: 3)

Prerequisite: Required of Ph.D candidates in Biblical Studies.

By arrangement.

The Department

TH 857 Violence and Forgiveness (Spring: 3)

Increasingly pastoral counselors as well as therapists and social workers are recognizing that they must address the long term impact of society’s chronic violence and direct and indirect traumatization which persons in our culture suffer from as a result of family abuse, crime, terrorism and the injuries related to class, gender, race and sexual orientation. In this course we will use the resources of both theology and psychology to explore how individuals and communities can heal from violence and move toward the possibility of reconciliation.

H. John McDargh

TH 880 Psychotherapy and Spirituality (Fall: 3)

Prerequisite: Undergraduates require permission of instructor

Cross listed with TM 882

Offered periodically

Participants explore the theoretical and practical integration of theological and psychological perspectives in the practice of clinical psychotherapy as well as in the practice of pastoral counseling and spiritual direction.

H. John McDargh

TH 890 Ethics of Aquinas II (Fall: 3)

Graduate introduction to the moral thought of St. Thomas Aquinas. Twofold aim: to learn to read Thomas’ ethics more adequately, and to gain some basic knowledge of the most fundamental problems, methods, kinds of evidence, and convictions that characterize his ethics. Substantively, our focus will be on Thomas’ understanding of the purpose of human life, the will, law, and the virtues. Examines carefully various selected texts from Thomas’ major work, the *Summa theologiae*. Special attention to the use of key sources in Thomas’ ethics, including Aristotle, Augustine, and Sacred Scripture.

Stephen J. Pope

Boyd Taylor Coolman

TH 893 Contemporary Theories of Justice (Fall: 3)

A study of some major recent interpretations of the meaning of justice (e.g., Rawls, Sandel, Walzer, Sen and Nussbaum, Taylor); of their historical antecedents (e.g., Aquinas, Locke, Kant); and the critique and appropriation of these interpretations in recent Christian ethics.

David Hollenbach, S.J.

TH 941 Schleiermacher (Spring: 3)

Knowledge of German is essential.

An intensive seminar devoted to close reading of important theological, methodological, and philosophical writings of Friedrich Schleiermacher, including most or all of the following: the *Speeches on Religion*, the *Brief Outline of the Study of Theology*, the *Christmas Eve* dialogue, and the *Glaubenslehre (The Christian Faith)*. Proficiency in German sufficient for regular, intelligent engagement with the original texts will be expected of those who enroll, although the standard English translations will be used.

Charles C. Hefling

TH 957 Theology as Political (Fall: 3)

The ambiguous reemergence of political theology during the Second World War in Germany provides a convenient point for this seminar. At the same time, there has been a growing interest in political theology from various disciplinary perspectives including philosophy, literature, and critical theory. This seminar explores notions of liberty and totalitarianism, liberalism and democracy in a few social (i.e., political, economic, technological) and historical settings and tests the relevance of the Christian logos. Readings may include Arendt, Baldwin, Jennings, Keller, Lawrence, Lonergan, Stout, and Strauss.

M. Shawn Copeland

TH 968 Theological Anthropology (Spring: 3)

Offered periodically

This seminar explores modern and postmodern theological approaches to Christian doctrines of creation, sin, grace. Study of each doctrine begins with a brief survey of biblical and classical understandings/controversies, followed by consideration of critiques and correctives offered by post-liberal, political and contextual/liberation theologians. Special attention given to modern theological anthropologies of Karl Rahner, Edward Schillebeeckx and John Zizoulas. Individually, students will be encouraged to engage a postmodern challenge to classical or modern theological anthropology, such as those posed by recent developments in cosmology; social constructivist understandings of gender, sexuality and selfhood; or from the perspectives of race, class and disability.

Mary Ann Hinsdale, IHM

TH 994 Education for Peace and Justice (Spring: 3)

Cross listed with TM 994

See course description in the School of Theology and Ministry.

Theresa O'Keefe

The School of Theology and Ministry

INTRODUCTION

The Boston College School of Theology and Ministry (STM) is an international theological center that serves the Church's mission in the world as part of a Catholic and Jesuit university. The school prepares its students for ministries that are as diverse as the composition of the student body—Jesuits and other candidates approved for ordination studies, women and men for lay ecclesial ministries and for service rooted in faith. The STM is committed to the Catholic theological tradition, rigorous academic inquiry, interdisciplinary study, ecumenical and interreligious dialogue, and the engagement of faith and culture. The STM offers graduate programs, including civil and ecclesiastical degrees in theology and ministry that integrate intellectual, spiritual, pastoral, and personal formation and reaches out to larger theological and pastoral communities through C21 Online learning resources, the publication of New Testament Abstracts, and timely continuing education programs. For more information, visit the STM website at www.bc.edu/stm.

Admissions and Financial Aid

Applying to the School of Theology and Ministry is straightforward; however, some programs have specific requirements. Be sure to review carefully the requirements for your program of study. STM requires applicants to complete applications for its degree and non-degree programs online at www.bc.edu/stmprocess. The online application allows applicants to submit the admissions application form as soon as possible so that we can begin a file for you. You should also review the technical requirements needed to submit your online application.

Admissions Requirements

DEADLINES:

Fall admission:

Ph.D.: January 15

All other degrees: February 15

Spring admission (except Ph.D. and S.T.D.):

November 15

Below are the admission application requirements for all degree programs:

- **Online Degree Application for Admission**
Official transcripts sent to the STM Admissions Office from all colleges, universities, seminaries, or theological schools that you have attended. Official transcripts can also be sent along with other supporting application materials in a sealed, signed envelope.
- **Three letters of recommendation:** Recommenders should be familiar with the applicant's academic competence. For applicants who have been out of school for a significant amount of time, the recommenders should be familiar with the applicant's professional competence. For M.Div., M.A., and M.Ed. applicants, one recommender should be familiar with the applicant's ministerial potential and experience. Recommendations can either be sent directly from the recommender to the STM Processing Center, or submitted with other supporting application materials in a sealed, signed envelope.

- **Personal statement:** Maximum 1,000 words. Please address the following areas:

The academic, professional, and personal development that has motivated you to apply to the STM. Include a sketch of your educational background and interests, any experience you have in ministry and/or religious education, and any other relevant professional and volunteer experience;

Your understanding of theological education and/or ministry in the context of the Church's mission;

How you plan to apply your theological education;

Given your experience, how you assess your principal strengths for theological education and/or ministry as well as your areas of needed development.

- **Statement of intent: (Ph.D. and S.T.D. only)** Applicants should include additional information (up to an additional 1,000 words) outlining your specific area and field of academic interest, how your previous academic, professional, and/or pastoral experience has prepared you for studies within that particular field, the service in the Church that one would render with the Ph.D./ S.T.D. degree, why you are applying to STM, and the faculty member(s) with whom you would like to work.
- **GRE Scores:** Scores need to be received directly from ETS. Our GRE code is 2508. In some cases, the admissions office may accept other standardized tests (for example, the Miller Analogies Test). To inquire, please email the admissions office. The admissions committee may also waive this requirement if previous graduate work has been done. No exceptions will be made for those applying to the Ph.D. or S.T.D.
- **Curriculum vitae or resume**
- **Writing Sample (Ph.D. and S.T.D. only):** Academic paper, usually no less than 10 pages, not to exceed 25 pages. S.T.D. applicants are also required to submit a copy of their S.T.L. thesis upon its completion.
- **Major Superior Form** for all applicants that are priests or members of religious orders.
- **\$70 Admissions application fee.** Jesuits, current JVC members, and current BC students are exempt from this fee. Email the admissions office at stmadmissions@bc.edu to request a waiver.
- **STM Financial Aid Form**
- **Personal Interviews** are not required. However, the admissions committee may request a personal interview.

Supporting Application Materials

The School of Theology and Ministry is currently unable to accept any application materials (other than the application itself) online.

All supporting application materials should be mailed to: Boston College School of Theology and Ministry, Processing Center, P.O. Box 270, Randolph, MA 02368-0270.

Please include your full name and application confirmation number (if you have it) on all forms and correspondence.

Jesuit Applicants

Jesuit Scholastic applicants must follow the instructions above. Additionally, international Jesuits should first contact the Assistant Dean for Admissions at least five months prior to their planned enrollment to discuss their plans, academic background, and language skills.

The application deadline for Jesuits, who will not require financial assistance, is April 1, 2011 for the fall semester and November 15, 2011 for the spring semester. Jesuits requiring financial assistance should be in touch with the school by February 15, 2011 so that names may be submitted to the U.S. Jesuit Conference. After this initial contact, the scholastic's Provincial would write a letter to the Rector of the Weston Jesuit Community. The letter would indicate an intent to mission the student to STM, request housing, and indicate if financial funding is needed. Funding for Jesuits from developing countries is approved by the U.S. Jesuit Conference in Washington D.C., and the request is made by the Rector of Weston Jesuit Community. All Jesuit Scholastic applications are reviewed by the Admissions Committee.

In addition, Jesuit applicants are asked to complete a permission form as soon as you begin the application process. This form allows us to communicate with the Rector of the Weston Jesuit Community about your application and, potentially, academic and financial matters while you are a student at Boston College.

Non-Jesuit Religious Applicants

Religious applicants who are not Jesuits must also follow the instructions above. The application deadline for religious men and women who will not require financial assistance is June 15, 2011 for the fall semester and November 15, 2011 for the spring semester. Religious applicants requiring scholarship and parish or convent housing assistance, should apply by February 15, 2011 for the fall semester. All Religious applicants are reviewed by the Admissions Committee. Lastly, if accepted, the Office of Admissions will work with the Office of International Students and Scholars to process all visa documentation for international applicants.

In addition, non-Jesuit religious applicants are asked to complete a permission form as soon as you begin the application process. This form allows us to communicate with your vocations director about your application.

Additional Information

All transcripts and paper-based letters of recommendation must be mailed to BC's STM Processing Center. No materials submitted as part of the application for admission can be returned or forwarded to a third party. The Admissions Committee will not consider an application until it is complete.

Once an application is complete, it will take up to four weeks before you receive a decision. Decision letters are mailed to applicants' current address as reported on the admission application.

The Admissions Committee takes into account all of the material submitted with the application: grade point average (GPA), GRE scores (if applicable), TOEFL (for international students), letters of recommendation, work and/or volunteer experience, and personal statement—where we look for a high level of intellectual, social and religious maturity.

Acceptance to a STM degree program is not guaranteed and is very competitive. Therefore, estimates of the likelihood of acceptance cannot be given to any applicant.

Scholarship and Grant Funding

As an international theological center providing outstanding academic resources and an intimate community for its members, we want to help you finance your studies and make it possible for you to join us. Boston College School of Theology and Ministry (STM) offers generous funding through several types of financial assistance. When you complete and return the STM Financial Aid Application, you are automatically considered for all financial assistance for which you may be eligible.

Tuition scholarships are based on considerations of academic achievement, potential for ministry, demonstrated leadership, and financial need. Funding is generally renewable at the same level in years following the student's initial award year, assuming the student's need and academic standing do not change markedly. Prospective students are encouraged to contact the Assistant Dean for Admissions and Financial Aid for questions regarding the funding of your studies.

Federal Student Loans

In addition to scholarship and grant funding, the University participates in the Federal Direct Loan Program. Students can borrow up to the total cost of attendance, minus any funding they are receiving from the STM through the Stafford Loan Program. To apply for the Stafford loan, you will need to submit a Free Application for Federal Student Aid (FAFSA), and also complete and submit the Boston College Graduate Financial Aid Application/Validation. Information and forms are available through the Boston College Office of Student Services located in Lyons Hall. Go to www.bc.edu/gradaid or call 617-552-3300 for more information. Please note that Federal Stafford loans are only available for U.S. citizens and residents. Please also note that Federal Loans are not available to S.T.L. or S.T.D. degree seeking students.

Notification of your funding will occur after a decision is made regarding your admission into the STM.

Please note that if you receive a scholarship after you receive your loan package, your loan package may have to be adjusted. Federal regulations limit the total amount of aid (including student loans) a student can receive. Contact the Boston College Office of Student Services if you have any questions about federal loans.

International Student Admission Requirements

As an international theological center, STM represents the changing landscape of the Catholic Church on the global stage by training priests, lay ministers and theologians from over forty nations. While we continue to attract and train students from North America and Europe, more and more, the future leadership of the Church is emerging from South America, Africa, India and Asia. STM is a part of this movement, training some of the first indigenous professors of seminaries, universities, and theological centers in those regions.

We encourage clergy, religious men and women, and lay students from all countries to apply to our programs. Below is important information that you should consider before applying.

Visa Process

When Applying

Applicants only start securing a visa after they have been accepted to a program. No work on the part of the international applicant needs to be done toward a visa until after they receive a letter of admission, have confirmed intent to enroll, and have proven financial ability for studies. (See above).

After Being Accepted

After being accepted, the Admissions Office will send you the Certification of Financial Support form for the I-20 document. Filling out and returning these forms to the STM Admissions Office will start the process of obtaining an F-1, or student, visa to study in the United States, as long as you meet the financial and English language requirements.

International students, who are also Diocesan priests, must obtain priestly Faculties to serve as priest in the Boston Archdiocese. The student's bishop or major superior must write to the Archbishop of Boston, requesting housing and facilities to function as a priest in the area. A copy of this letter should be sent to STM. Boston College can only issue an I-20, after such facilities have been secured.

Additional Requirements

All applicants for whom English is not their native language must demonstrate proficiency in the English language. This can be demonstrated by an acceptable score on the TOEFL exam (Test of English as a Foreign Language) or by receiving a degree from a college or university at which English is the language of instruction.

An acceptable TOEFL score is 213 or above on the computer-based exam, 550 on the paper-based exam or 79 on the new Internet exam. When taking the exam, include STM's institutional code—3971—so that your scores may be sent directly to the school. Students cannot be accepted into any STM program without an acceptable TOEFL score.

TOEFL Registration

CN6152

Princeton, NJ 08541, USA

www.toefl.org

The TOEFL score is not required if:

(1) You are a citizen of Australia, Canada (except Quebec), Great Britain, Ireland, New Zealand, Guyana, an Anglophone country of Africa, or an English-speaking country of the Caribbean.

(2) You earned your prior college or university degree in the U.S. or one of the countries listed above.

(3) You are currently enrolled as a full-time student in a U.S. degree-granting program or at an American or English-speaking school in one of the countries listed above and will have the completed two academic years of college/university work before beginning your studies at Boston College.

GRE Exam

If you do not already have a graduate degree (a degree beyond the initial first post-secondary degree) you must take the Graduate Record Examination (GRE). STM prefers a score of 550 or above on the verbal to be eligible for admission. **Ph.D. and S.T.D. applicants are not exempt from taking the GRE even if they possess a graduate degree.** STM GRE code is 2508.

Educational Testing Service

P.O. Box 6000

Princeton, NJ 08541

www.gre.org

Permission of Superior

All diocesan priests and members of religious orders must submit a letter of approval and financial support from their bishop or major superior. The letter must indicate complete knowledge and support for your studies indicating degree and semester of initial enrollment. The

letter must be on official letterhead and signed by your superior or bishop. The letter should be addressed to the assistant dean and director of admissions and must contain contact information. STM will only accept original letters.

Costs

The United States Government requires all international students to prove that they have the financial means to support themselves while studying in the United States. If you are a member of the clergy or a religious, you need to document by either a bank statement or letter of support from your bishop or congregation that you have funds to live and study in the U.S. The U.S. Embassy will not issue you a visa if you do not have the necessary funds. Any tuition costs not covered by STM scholarship funds must be documented.

Financial Aid and Scholarships

The cost of higher education in the United States is high. STM awards tuition grants to international students depending on availability, to help ease their financial burden. Partial tuition grants are available for international students. Students must be enrolled in a degree seeking programs. Students must exhibit an exemplary academic record and personal potential. Students should be aware that, even if receiving a tuition grant, they still must obtain support to pay for their living expenses. Unfortunately, federal loans are not available to those who are not U.S. citizens or permanent residents.

All international students must show that they have sufficient funds or resources to pay for their tuition and living expenses during the course of their studies, whether support comes in the form of scholarships, grants, and support from a religious order or from a personal bank account. Applicants do not need to supply evidence of sufficient resources with their applications. Once accepted, the admissions office will send a form where one can document resources.

Housing

Housing is available for international lay students on an individual basis. Students who are interested in on-campus housing should indicate this on their application form. They are then notified if housing is available during June each year.

Members of religious orders usually find housing with area parishes or religious communities. The associate dean of student affairs assists placing religious in such communities, though placement and housing is not guaranteed.

Graduate Programs

Degree Programs

The School of Theology and Ministry offers graduate students a number of degree-granting programs. Our degree programs prepare students for ministries that are as diverse as the composition of the student body—Jesuits and other candidates approved for ordination studies, women and men for lay ecclesial ministries and for service rooted in faith, and scholars preparing for a career in academia.

Master of Divinity (M.Div.)

The School's most comprehensive program, the three-year M.Div. program (81 credits) offers a course of theological, pastoral, and spiritual formation to prepare students for ordained ministry, professional-lay ecclesial ministry, or doctoral studies. M.Div. students at the STM have a demonstrated passion for ministry and service to the world, and often go on to careers in parish ministry, campus ministry, chaplaincy, teaching, and non-profit work.

Master of Arts in Pastoral Ministry (M.A.)

The M.A. in Pastoral Ministry prepares students for a wide variety of ministries. Designed for students of all ages and career backgrounds, this two-year program (44 credits in the academic year, 35 credits in the summer) combines theological study with the pastoral arts. Graduates of the program go on to careers in parish ministry and administration, campus ministry, religious education, spiritual direction, faith-based social service, and hospital chaplaincy, among others.

In collaboration with other BC professional schools, the M.A. Pastoral Ministry can be combined with an M.S.W., M.B.A., M.A. Counseling Psychology, and M.S. Nursing.

Master of Theological Studies (M.T.S.)

The two-year M.T.S. program (48 credits) offers a broad study of theology with the option to specialize in an area of particular interest. With a flexible curriculum and a special focus on scholarship, the M.T.S. is especially appropriate for students who intend to pursue doctoral studies in theology. The program is also appropriate for students seeking personal reflection and theological development.

Master of Education in Religious Education (M.Ed.)

The two year M.Ed. program (44 credits in the academic year, 35 credits in the summer) prepares students for careers as religious educators in parishes and in Catholic and other private schools. With a focus on both theory and practice, the program is intended for lay, religious, and ordained students. Students have the option of choosing a concentration in School Religion Teaching, Total Community Catechesis (Parish Religious Education), Catholic School Leadership, or Interreligious Understanding.

Doctor of Philosophy, Theology, and Education (Ph.D.)

The Ph.D. program educates scholars in the interdisciplinary field of religious education. Participants take courses in theology, education, and religious education; faculty members from each of these areas serve on both the comprehensive examination committee and on the dissertation committee. The program is offered in conjunction with the Boston College Theology Department and the Lynch School of Education, and the degree is awarded by the Graduate School of Arts and Sciences.

Master of Theology (Th.M.)

The Th.M. is a one-year, post-master's degree (24 credits) that is intended to deepen and focus a student's foundational knowledge of theological disciplines and ministerial practice. Although many Th.M. students are seeking formal ordination, Th.M. graduates come from various backgrounds and go on to use their experience in a diverse array of professions. Graduates take their Th.M. education and serve as teachers, administrators, medical doctors, advocates for refugees and human rights, and ecumenical ministers, as well as in numerous other capacities. Finally, lay students who have already completed a Master of Divinity and who are interested in pursuing doctoral work, but believe they need additional course work might also consider the Master of Theology.

Certificate of Advanced Educational Specialization, Religious Education (C.A.E.S.)

The C.A.E.S. is a two-year (36 credits in the academic year; 30 credits in summers) post-master's degree and is for students who hold masters' degrees in theology, divinity, religious education or a closely related field. The program enables students to deepen their theological

and education expertise, develop an educational specialization or broaden their religious education, ministerial and theological background.

Ecclesiastical Degrees

The ecclesiastical degrees are part of a three-degree cycle offered only by an ecclesiastical faculty and granted in the name of the Holy See. STM has one of only seven ecclesiastical faculties within the United States. The degrees provide training in advanced theological areas, preparing students to teach in a seminary or for religious and lay leadership positions in the Catholic Church.

Bachelor of Sacred Theology (S.T.B.)

The Bachelor in Sacred Theology (S.T.B.) is a first level, three-year ecclesiastical degree granted in the name of the Holy See through the ecclesiastical faculty of the School of Theology and Ministry (STM) by virtue of its status as an Ecclesiastical Faculty accredited by the Vatican Congregation of Catholic Education. It is offered only in conjunction with the Master of Divinity (M.Div.), a three-year civil degree. Building on the solid theological and practical foundation for ordained and full-time lay ecclesial ministry established by the requirements of the M.Div. degree, the S.T.B. prepares one to pursue the Licentiate of Sacred Theology (S.T.L.), a second level, research-oriented ecclesiastical degree also offered by the STM.

Licentiate in Sacred Theology (S.T.L.)

The Licentiate in Sacred Theology (S.T.L.) is the second degree in a three-degree progression of ecclesiastical degrees. The S.T.L. enables students to build upon previous work and focus more on a particular subject or field within a Catholic context. An advanced degree, it provides students with two full years of work above and beyond the S.T.B. or M.Div. Students use the S.T.L. to continue work in Catholic theological studies, prepare for doctoral work, teach or build competence for working within the Church. Officially, it is "the academic degree which enables one to teach in a major seminary or equivalent school." The S.T.L. can open many doors for service in the Church, in a number of official capacities within dioceses, religious communities and institutions of higher learning.

Doctor of Sacred Theology (S.T.D.)

The Doctor of Sacred Theology (S.T.D.) is the culminating step in the three-degree ecclesiastical program. The purpose of the S.T.D. program is to create scholars who combine broad knowledge of a certain area, a critical knowledge of theological methodology, and an ability to contribute original research in a chosen field of study. Most students who complete the S.T.D. go on to teach in university faculties, seminaries, and theological centers. They also contribute to Church administration and pastoral work, using their extensive study, training, and expertise as resources for their community. Students interested in the S.T.D. usually have discerned a vocation of working within the Catholic Church or a related environment. As with the S.T.L., the S.T.D. can open many doors for service in the Church, in a number of official capacities within dioceses, religious communities, and institutions of higher learning.

Non-Degree Programs

The School of Theology and Ministry is committed to providing the opportunity for professional development and ongoing formation for today's Church. Every person interested in exploring the important issues of the Church today can find a workshop, lecture, or course to meet his or her interest—whether professional or personal. Our

programs are designed to fit into a variety of schedules, with day, evening, weekend, and online programs during the academic year, as well as one- or two-week courses held during the STM's Summer Institute.

Academic Certificate Programs

Post-Master's Certificate in Spiritual Formation

The Post-Master's Certificate prepares ministers with a prior master's degree in theology or a related field to be spiritual mentors for persons and Christian faith communities.

Pastoral Ministry Certificate

Pastoral Ministry Certificate is an 18 credit program for individuals who wish to study a specialized area of ministry, but not enroll in a full master's program.

Hispanic Ministry Certificate

The Hispanic Ministry Certificate is a program designed to prepare students, ministers, and educators who are already working or are interested in doing so in the context of Hispanic communities anywhere in the U.S.

Supervised Practicum in Spiritual Direction

A joint offering of the STM and the Center for Religious Development, the Supervised Practicum in Spiritual Direction is designed for those interested in thorough introduction to the practice of spiritual direction within the Catholic tradition.

Summer Institute

The Summer Institute brings together leading U.S. and international theologians to provide a rich array of learning opportunities in conversation with liturgies, seminars, and off-campus activities.

Individual Courses

Special Student

Special Students at Boston College are students wishing to take one or more classes in the academic year. As a Special Student at STM you may earn academic credit without enrolling in a degree program. Regular tuition applies and up to 12 credit hours may be taken. Should you later enroll in a degree program, the credits you earn will count toward your degree. Special Students may cross-register at other BTI schools, as long as they take one course at STM. Special Students are also allowed to take courses for audit for one-half of the credit cost.

Auditor

Students not enrolled as Special Students or in a degree or certificate program are eligible to audit one course per semester at the rate of \$428 per credit hour.

Minister-in-the-Vicinity

Boston College STM offers a special audit rate for those currently engaged in full-time ministry (ministers, lay ecclesial ministers, priests, rabbis, and others) who live in the vicinity and who hold a theological degree. Minister-in-the-Vicinity students can audit one course per semester at the rate of \$200.

Continuing Education

Conferences, Lectures, Workshops, Seminar Series

STM welcomes all as part of our commitment to making contemporary theological discussion accessible to the community. Many events are free of charge and others have a small fee.

Sabbatical

The Sabbatical Program is available as a 2-, 4-, or 6-week program during the STM Summer Institute. It is intended for experienced clergy, religious, and lay ecclesial ministers who have been engaged full-time in Church-related ministry. Those who wish to come to Boston College at another time of year, may apply as a Special Student or Minister in the Vicinity and create their own independent sabbatical experience (www.bc.edu/schools/stm/edevnts/sabbatical/aysabb.html).

C21 Online

C21 Online offers online courses to support the ongoing formation of Catholic adults and parish volunteers, as well as the professional development of Catholic school teachers and professional lay ministers.

For more information about any of the STM's programs, visit www.bc.edu/stmacademics.

Faculty

Khaled E. Anatolios, *Professor of Historical Theology*; B.A., M.A., Ph.D. (Boston College)

John F. Baldovin, S.J., *Professor of Historical and Liturgical Theology*; A.B., M.Div., M.A., M.Phil., Ph.D. (Yale)

James T. Bretzke, S.J., *Professor of Moral Theology*; B.A., M.Div., S.T.M., S.T.L., S.T.D. (Gregorian)

Francine Cardman, *Associate Professor of Historical Theology and Church History*; A.B., M.Phil., Ph.D. (Yale)

Richard J. Clifford, S.J., *Professor of Old Testament and Professor Ordinarius, Ecclesiastical Faculty*; A.B., M.A., S.T.L., Ph.D. (Harvard)

James J. Conn, S.J., *Visiting Professor of Canon Law and Professor Ordinarius, Ecclesiastical Faculty*; B.A., M.A., M.Div., A.M., J.D., J.C.L., J.C.D. (Gregorian)

Dominic F. Doyle, *Assistant Professor of Systematic Theology*; B.A., M.T.S., Ph.D. (Boston College)

Philip Endean, S.J., *Visiting Professor of Theology*; B.D., M.A., Th.M., D.Phil. (Oxford)

Christopher Frechette, S.J., *Assistant Professor of Old Testament*; B.A., M.Div., S.T.L., Th.D. (Harvard)

Colleen M. Griffith, *Associate Professor of the Practice of Theology and Faculty Director for Spirituality Studies*; B.A., M.Ed., Th.D. (Harvard)

Thomas H. Groome, *Professor of Theology and Religious Education*; M.Div. (equiv.), M.A., Ed.D. (Union Theological Seminary/Columbia University Teachers College)

Margaret Eletta Guider, O.S.F., *Associate Professor of Missiology*; A.B., M.Ed., M.A., S.T.L., Th.D. (Harvard)

Daniel J. Harrington, S.J., *Professor of New Testament and Professor Ordinarius, Ecclesiastical Faculty*; A.B., M.A., B.D., Ph.D. (Harvard)

Thomas A. Kane, C.S.P., *Associate Professor of Homiletics and Liturgical Practice*; A.B., M.A., S.T.L., Ph.D. (Ohio State)

Melissa M. Kelley, *Associate Professor of Pastoral Care and Contextual Education*; B.A., M.A., Ph.D. (Boston University)

Richard Lennan, *Professor of Systematic Theology and Professor Ordinarius, Ecclesiastical Faculty*; B.A., S.T.B., M.Phil., Dr. Theol. (Innsbruck)

Stanley B. Marrow, S.J., *Professor Emeritus of New Testament and Professor Ordinarius, Ecclesiastical Faculty*; A.B., M.A., S.T.L., S.S.L., S.T.D. (Gregorian)

Mark S. Massa, S.J., *Professor of Church History and Dean*; A.B., M.A., M.Div., S.T.L., Th.D. (Harvard)

Thomas J. Massaro, S.J., *Professor of Moral Theology and Professor Ordinarius, Ecclesiastical Faculty*; B.A., Ma.Hum., M.Div., S.T.L., Ph.D. (Emory)

Catherine M. Mooney, *Associate Professor of Church History*; A.B., M.T.S., M.Phil., M.A., Ph.D. (Yale)

Theresa A. O'Keefe, *Assistant Professor of the Practice of Youth and Young Adult Faith and Faculty Co-Director of Contextual Education*; B.A., M.Ed., Ph.D. (Boston College)

Hosffman Ospino, *Assistant Professor and Director of Hispanic Ministry Programs*; B.A. (Equiv.), M.A., Ph.D. (Boston College)

Nancy Pineda-Madrid, *Assistant Professor of Theology and Latino/Latina Ministry*; B.A., M.Div., Ph.D. (Graduate Theological Union)

Jane E. Regan, *Associate Professor of Theology and Religious Education*; B.A., M.A., Ph.D. (The Catholic University of America)

John R. Sachs, S.J., *Associate Professor of Systematic Theology*; A.B., M.A., M.Div., Dr. Theol. (Tübingen)

John J. Shea, O.S.A., *Professor of the Practice of Pastoral Care and Counseling*; B.A., M.A., M.P.S., M.S.W., Ph.D. (Ottawa)

Thomas D. Stegman, S.J., *Associate Professor of New Testament and Professor Ordinarius, Ecclesiastical Faculty*; B.A., M.A., M.Div., S.T.L., Ph.D. (Emory)

Edward V. Vacek, S.J., *Professor of Moral Theology*; A.B., M.A., Ph.L., M.Div., S.T.L., Ph.D. (Northwestern)

O. Ernesto Valiente, *Assistant Professor of Systematic Theology*; B.A., M.Div., Ph.D. (Notre Dame)

Andrea Vicini, S.J., *Associate Professor of Moral Theology*; B.Phil., B.Th., M.D., S.T.L., S.T.D., Ph.D. (Boston College)

Contacts

- General Information: 617-552-6501
- Admissions: 617-552-6506
- C21 Online: 617-552-4075
- Continuing Education: 617-552-0185

Undergraduate and Graduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

TM 343 Genocide and Film (Fall: 3)

Cross listed with TH 343

Open to STM, GA&S and advanced undergraduate Theology majors.

This course is an historical overview of the twentieth century tragedy of genocide and ethnic cleansing as depicted in feature films as well as documentaries. Through an analysis of a series of poignant films, the plight of the Native Americans, the controversial Armenian Genocide, the Holocaust and its legacy, the Killing Fields of Cambodia, and the Hutu-sponsored massacres in Rwanda will help grasp the driving mechanism of genocide and ethnic cleansing. In the final analysis, we ask how these horrors can be visually translated to the screen while both maintaining their authenticity and serving as commercial "entertainment." What preventive steps can be taken to assure that genocide would be a phenomenon of the past, and how can reconciliation take place when it has?

Raymond Helmick, S.J.

John Michalczyk

TM 351 Faith Elements in Conflicts (Spring: 3)

Cross listed with TH 351

Open to STM, GA&S, and advanced undergraduate Theology majors

Religious differences appear often to figure in the dehumanization of enemies and rationalization of violence. This course will look at the way key concepts such as revelation, election and universality in various religions, especially in sectarian guise, affect the origins and progress of violent conflicts, and will ask to what extent such employment of these concepts betrays the religions themselves. It will also examine how far institutional interests of religious bodies make them vulnerable to manipulation by other parties engaged in any given conflict, and how the religious elements and loyalties relate to other interests that figure in such conflicts.

Raymond Helmick, S.J.

TM 352 Israelis and Palestinians: Two Peoples, Three Faiths

(Fall: 3)

Cross listed with TH 352

Open to STM, GA&S, and advanced undergraduate Theology majors

The parties in the Middle Eastern Conflict came, in 1993, to a watershed agreement, which had eluded them earlier, to recognize one another's legitimacy as peoples. The agreement has been difficult to maintain and to withdraw, and has figured massively in the turbulent events in the region since that time. This course examines how, in the whole history of the conflict, the elements of ethnicity and faith have contributed to the hatreds and resentments of these peoples, and the extent to which mutual acceptance and respect at these levels of faith and ethnicity can contribute to healing the conflict.

Raymond Helmick, S.J.

TM 569 The Crisis in Confidence in the Catholic Church

Spring: 3)

Cross listed with TH 519

Open to STM, GA&S, and advanced undergraduate Theology majors

The Catholic Church, in the United States and Europe, has seen declining numbers both in regular attendance and in clergy and religious life. Scandals have torn at people's allegiance, and feelings of disappointment, disillusion and anger have become widespread. Church authorities have seemed reluctant to acknowledge or address these problems and have responded with vexation to those who raise them from Right or Left. This course will examine the roots of this crisis of confidence in light of the nature of the Church community, its institutional structure and the historical experiences that have brought it to this pass.

Raymond Helmick, S.J.

Graduate Course Offerings

TM 414 Contemporary Approaches to Religious Education (Fall: 3)

Cross listed with TH 414

Open to STM, GA&S, and advanced undergraduate Theology majors

School of Theology and Ministry course

The task of forming a people of faith is the challenge each generation must embrace. This course examines various approaches to

faith formation for their applicability to contemporary settings. Attention is given to both the theoretical framework and the pastoral expression of the work of religious education.

Jane E. Regan

TM 501 Theological Synthesis (Spring: 3)

School of Theology and Ministry course

This is the second semester of the required, six-credit course for M.Div. students in their second year of residency. The course combines reading, lectures, written reports, and discussion groups on the following topics: the church—a broad examination that includes sacramentality and ministry; Christian moral life; creation and eschatology. Students conclude the course by writing a short synthesis of the faith in collaboration with a faculty mentor; this paper serves as the basis of a one-hour oral examination by members of the faculty. Enrollment limited. Qualified students in other programs may enroll as space allows.

John F. Baldovin, S.J.

O. Ernesto Valiente

TM 502 Synoptic Gospels (Spring: 3)

School of Theology and Ministry course

A study of the Gospels of Mark, Matthew, and Luke. Following an examination of the “synoptic problem,” the course offers an extended analysis of Mark’s Gospel and then proceeds to examine how Matthew and Luke produced “second edition” Gospels to serve the needs of the communities to whom they wrote. Particular attention is paid to theological and pastoral issues raised by the texts.

Thomas D. Stegman, S.J.

TM 503 Grief and Loss (Fall: 3)

School of Theology and Ministry course

Grief may be understood as the response to a significant loss. We will explore pastoral, theological, religious, secular perspectives on grief and loss and seek to integrate these perspectives where appropriate. We’ll consider important new research in thanatology and review traditional psychological theories of grief in light of contemporary critiques. We will explore the experience of grief in light of context and culture and consider which features may be universal. We will attend to often unrecognized dimensions of grief—disenfranchised grief and the grief born of injustice. We’ll focus on how to respond pastorally to grieving individuals and communities.

Melissa M. Kelley

TM 504 Theologies of Reconciliation (Fall: 3)

School of Theology and Ministry course

This will be a team-taught seminar, exploring the theology and pastoral practice of forgiveness, the need for healing in today’s society and the role religion plays in the process. Coordinated by Thomas Kane, the course will include various professors from the Boston Theological Institute, who will examine theological, psychological and social theory, conflict transformation and restorative justice along with workshops exploring the required pastoral skills for such a ministry.

Thomas A. Kane, C.S.P.

TM 505 Introduction to Catholic Social Ethics (Spring: 3)

School of Theology and Ministry course

How may the Catholic tradition contribute to deliberations about social justice in contemporary society? How may future ministers prepare to teach and preach about social justice? This course addresses such questions through an examination of modern papal encyclicals as

well as U.S. Bishops’ pastoral letters “The Challenge of Peace” and “Economic Justice for All.” Central themes include human rights, solidarity, common good, economic development, work, property, ecology, preferential option for the poor. The course introduces students to the documentary heritage, tools for conducting social analysis of justice issues, and the task of developing a spirituality of social responsibility.

Thomas J. Massaro, S.J.

TM 506 Fundamental Theology (Fall: 3)

School of Theology and Ministry course

The resources and methods of theology provide the framework for this course. A primary focus will be on the relationship between revelation, faith, and theology, which includes the role of the Bible and the church’s doctrine. The course will also survey past and present methods in “doing theology,” and consider the connection between theology and spirituality.

John R. Sachs, S.J.

TM 508 Doctrine of God (Fall: 3)

School of Theology and Ministry course

Using classical authors and contemporary approaches, this course considers how the Christian experience and understanding of God can be authentically (re)interpreted in the context of religious pluralism and contemporary challenges to religious faith, including science and “the new atheism” and the problem of suffering and evil. Topics include the nature of religious experience and faith, the development of doctrine, divine agency, the relationship between religion and science, and Ignatian spirituality.

John R. Sachs, S.J.

TM 510 Fundamental Moral Theology (Fall/Spring: 3)

School of Theology and Ministry course

The course explores Catholic moral theology in its foundations, relevant sources, categories, dynamics, and methods. The topics are studied theoretically and pastorally. They include: love and justice, reason and moral character, freedom and conscience, emotions and experience, moral action and moral acts, moral truth, goodness and rightness, moral law and natural law, the development of moral norms, sin (personal and structural), conversion and reconciliation, Scripture and moral reasoning, the magisterial teaching authority in moral matters and the Catholic moral tradition, the moral person and the moral community, principles (e.g., double effect, common good) and virtues, discernment and decision-making.

Andrea Vicini, S.J.

TM 512 Acts of the Apostles (Spring: 3)

Prerequisite: TM 540 or equivalent

An exegetical analysis of Luke’s narrative of the birth and growth of the early church and its key theological themes (e.g., God, Jesus, the Holy Spirit, the twelve apostles, Jerusalem, the church, Jews and Christians, the Gentiles, Christology, eschatology, mission, salvation history). The treatment will proceed with particular attention to the Gospel of Luke, the genre and purpose(s) of Luke’s second book, and the life setting of the Lukan author and audience.

Christopher R. Matthews

TM 513 Theological Synthesis (Fall: 3)

Prerequisite: Department permission required

Qualified students in other programs may enroll as space allows.

Students register for TM 501 spring semester.

School of Theology and Ministry course

This is a required six-credit course for M.Div. students in their second year of residency and presumes a background in scripture and historical theology. It is designed to mediate an integrated and holistic understanding of Christian faith in terms of the foundational doctrines. The course combines reading, lectures, written reports, and discussion groups. Students conclude the course by writing a short synthesis of the faith in collaboration with a faculty mentor which serves as the basis of a one-hour oral examination by members of the faculty.

Dominic F. Doyle

O. Ernesto Valiente

TM 515 The Core Narrative OT: Genesis to 2 Kings (Fall: 3)

Open to STM, GA&S, and advanced undergraduate Theology majors

A study of the Pentateuch and the Deuteronomistic History (Deuteronomy to Kings) through lectures and sections. In the sections, students present an exegesis and pastoral interpretation of important passages. Special attention will be given to exegetical method and practice through these weekly sections. Solid knowledge of these books is essential to understand the rest of the Bible and the New Testament. This course does not duplicate conventional introductions to the Bible or to the Old Testament, for we read only Genesis through Kings (not the Prophets, Wisdom Literature, or Psalms) and we spend a third of the class time in small sections, which are designed to sharpen exegetical and preaching skills.

Richard J. Clifford, S.J.

TM 517 Human Sexuality (Spring: 3)

The course studies human sexuality in light of the contributions that come from human experience and human sciences, biblical scholarship, theological insights and debates, and the Catholic Magisterium. Personal dimensions (e.g., bodilyness, development, orientation, identity, affectivity), social components (e.g., gender, economic dynamics), and historical shifts will be highlighted. The anthropological, hermeneutic, and phenomenological approaches that will be privileged allow us to discuss behaviors and practices critically as well as to strengthen and promote virtuous and just relationships.

Andrea Vicini, S.J.

TM 527 Liturgical Preaching I (Fall: 3)

Offered biennially

This course is an introduction to the art of liturgical preaching. Included will be discussion of the nature, content, and context of the homily with emphasis on developing skills of preparation, composition, and delivery. There will be opportunity for frequent student preaching with the use of videotape for teacher, peer, and self-evaluation. There will be sections with a limit of six students per section.

Thomas A. Kane, C.S.P.

TM 529 Ministry and Theology of the Sacrament of Reconciliation (Fall: 3)

Prerequisite: Moral Theology

A workshop course designed to help candidates for the Roman Catholic priesthood to prepare for the ministry of sacramental confession.

John f. Baldwin, S.J.

TM 530 Contextual Education (Fall/Spring: 4)

For academic year students, Contextual Education is a four credit program. It includes a supervised field placement and a classroom component that lasts from September through April. Students register for Contextual Education during the Fall semester of their final year, but should contact the Director of Contextual Education in the prior Spring semester to set up a placement.

Theresa A. O'Keefe

TM 531 Rites Practicum (Spring: 1)

A practicum designed to prepare ordination candidates in the Roman Catholic Church for the ministry of liturgical presidency. Students will meet twice a week (once for theory and once for practice) as well as in small groups and for videotaping.

Thomas A. Kane, C.S.P.

TM 532 Basic Dimensions of Pastoral Care and Counseling (Fall: 3)

This course presents the dimension of faith as the distinguishing feature of a pastoral care caregiver and for the therapeutic change that pastoral care and counseling can facilitate. In a context of human and religious development, this course outlines psychoanalytic, cognitive behavioral and humanistic approaches to pastoral counseling as a ministry of the church. It also considers a number of issues that surface in pastoral counseling: the therapeutic alliance; transference and counter-transference; ethics; boundaries; multicultural perspectives; differences among psychotherapy, pastoral counseling and spiritual direction; and diagnosis and referral.

John J. Shea, O.S.A.

TM 533 Emotions and Christian Living (Fall: 3)

Both religion and ethics are founded in our emotions. This course examines the nature of emotions, the value world they reveal, and their role in human interaction. It looks at particular emotions that are distinctive to Christian prayer and religious practice such as wonder, awe, and guilt. It considers a variety of other emotions such as gratitude, resentment, the desire for justice, and love.

The Department

TM 534 The Church (Fall/Spring: 3)

Open to STM, GA&S, and advanced undergraduate Theology majors

The ecclesial dimension of Christian faith is the focal point of this course. The course will locate the church within both a Trinitarian theology and an anthropology. Specific topics for exploration include the place of the church in the Creed, a theology of authority, of mission, and current issues shaping the church's life and its place in the wider culture.

Margaret Eletta Guider, O.S.F.

Richard Lennan

TM 535 Wisdom Literature (Spring: 3)

Open to STM, GA&S, and advanced undergraduate Theology majors

Wisdom literature comprises the Old Testament books of Proverbs, Job, Qoheleth (Ecclesiastes), Sirach, and the Book of Wisdom. We will read the above-named books (plus Song of Songs) and also trace the further development of wisdom in the Second Temple period, in the Dead Sea Scrolls, and New Testament books influenced by wisdom: the Epistle of James, the Gospel of John, and such passages referring to wisdom as Luke 7:35 and 10:21-22; Matt 11:19 and 11:25-30; Eph 3:8-10; and Col 1:15-20.

Richard J. Clifford, S.J.

TM 537 Spiritual Autobiography: Journeys into the Self and God (Fall: 3)

This course examines the spiritual autobiographies of well-known individuals such as Augustine of Hippo, Ignatius of Loyola, Therese of Lisieux, Simone Weil, Thomas Merton, Dorothy Day, Walter Ciszek, S.J., and Nancy Mairs. In addition to reading classic texts by profound and influential religious seekers, the class will explore how religious experiences, understandings of the self, God, and the supernatural are shaped by diverse historical contexts.

Catherine M. Mooney

TM 539 Eucharistic Theology (Spring: 3)

This course will reflect on the theology of the Eucharist as it has developed throughout the history of the Church, and will seek a contemporary understanding of traditional doctrines in light of Vatican II and the reformed ritual for the Eucharistic liturgy.

John F. Baldovin, S.J.

TM 540 Introduction to the New Testament (Fall/Spring: 3)

A historical and theological introduction to the New Testament, to its various genres, and the methods of its interpretation against the background of early Christian literature.

Daniel J. Harrington, S.J.

Thomas D. Stegman, S.J.

TM 542 Business Ethics (Spring: 3)

An introductory course of philosophical and theological reflection on business practices in the contemporary, globalized world. Topics include nature of morality, just distribution of wealth, regulated capitalism, corporations, personnel policies and worker rights, working conditions and privacy, corporate responsibility to society, job discrimination, consumer rights, advertising, and environmental obligations.

The Department

TM 544 Meditation, Service, and Social Action (Spring: 3)

Cross listed with TH 527

See course description in the Theology Department.

John J. Makransky

TM 545 Christian Political Thought (Fall: 3)

Themes include love and power, loyalty and universalism, equality and hierarchy, reason and revelation, law and authority, sovereignty and justice. We will read short selections from numerous contributors to Christian reflection on politics, including: Patristic figures, Augustine, Aquinas, Dante, Suarez, Machiavelli, Luther,

Calvin, Hobbes, Locke, Rousseau, Kant, Hegel, Burke, Wesley, Mill, John Ryan, Rauschenbusch, Weber, Maritain, Reinhold Niebuhr, John Courtney Murray, liberationists and other political theologians.

Thomas J. Massaro, S.J.

TM 546 Christology (Fall/Spring 3)

This course undertakes an introductory critical reflection on the confession that Jesus is the Christ and examines its relevance for Christian praxis today. We will consider the New Testament interpretations of Jesus' life and ministry and trace the historical development of christological doctrine. We will then consider the intersection between Christology and soteriology—how does Jesus save us? The course will conclude by looking at contemporary interpretations of Christ through the lens of social and cultural realities (suffering, injustice, historical consciousness, and religious pluralism) that enhance and sometimes challenge our understanding of Jesus Christ.

Nancy Pineda-Madrid

O. Ernesto Valiente

TM 548 Professional and Ministerial Ethics (Fall: 3)

This course examines the ethical obligations of those who exercise a professional role in society. In addition to reflecting on the moral responsibilities of, for example, nurses, doctors, lawyers, politicians, and teachers, Christian ministers need to examine the ethical responsibilities of their own profession. This course assesses the sorts of persons professionals should be as well as the kinds of decisions they should make. Issues include: confidentiality; self-care; criticism; loyalty; power; communication; prayer and sacraments; financial and personnel accountability; ecclesial loyalty; communal and political involvement; collegiality; codes; conflict-management; sexuality; advocacy; and leadership, etc.

The Department

TM 550 History of Western Christianity I: 100-850 (Fall: 3)

Through lectures and primary source readings the course surveys the major cultural, institutional and theological developments of ancient Christianity from the time of the persecutions to the break-up of the Carolingian empire and the rise of medieval Christendom.

Francine Cardman

TM 551 History of Western Christianity II: 850-1650 (Spring: 3)

Open to STM, GA&S, and advanced undergraduate Theology majors

A general survey of Western Christianity, with special emphasis on institutional, cultural, theological, pastoral and spiritual issues. Lays the foundation for understanding many features of the Church today. Topics include monasticism, papal politics and religious leadership, lay apostolic movements (e.g., beguines), heresies and inquisitions, scholasticism, prominent saints and their contributions (e.g., Hildegard of Bingen, Francis of Assisi, Ignatius of Loyola), popular devotions, women in the church, mysticism, the Protestant Reformation, church councils (e.g., Trent), missions to lands outside Europe, and early modern Catholicism. Lectures, readings in primary sources, focused discussion.

Catherine M. Mooney

TM 553 Foundations in Prison Ministry (Fall: 3)

Dostoevsky wrote: "The degree of civilization in a society can be judged by entering its prisons." For the past 30 years, the United States has engaged in an unprecedented social experiment with incarceration.

Today, with nearly two million men and women in American prisons, we lead the world in incarcerating our citizens. This course will introduce students to the specialized skills needed for effective prison ministry. It will combine classroom study with in-prison ministerial experience and theological reflection. The goal is to form future jail and prison ministers for leadership and advocacy for a more humane approach to criminal justice.

The Department

TM 573 Intermediate Greek (Fall/Spring: 3)

Prerequisite: Minimum of one year of basic Greek

A two-semester course of readings from the New Testament and the Septuagint. Three credits will be awarded in the second semester.

Daniel J. Harrington, S.J.

TM 576 Theology of Joseph Ratzinger (Fall: 3)

Cross listed with TH 536

See course description in the Theology Department.

Robert P. Imbelli

TM 603 Classic Texts of American Theology (Spring: 3)

Cross listed with TH 603

A seminar focused on the classic texts, and secondary works, produced in and about religion in the United States: William James' *Varieties of Religious Experience*, H. Richard Niebuhr's *Christ and Culture*, and George Marsden's *Fundamentalism and American Culture*.
Mark S. Massa, S.J.

TM 604 The Practice of Ministry with Youth and Young Adults: Discernment in a Poly-Vocal World (Fall: 3)

This course aims to explore elements critical to the effective practice of ministry for and with youth and young adults. Considering the broad demographics herein, this class attends to fostering the skills of discernment and mentoring, which would be valuable across the spectrum of these varied constituencies and contexts. Together the class explores the contexts of the ministry (ecclesial and social), identifies a vision for the work and considers how that vision might assist in discerning God's action in and direction for work with youth and young adults.

Theresa A. O'Keefe

TM 607 Gospel of Luke (Fall: 3)

Prerequisite: TM 540 or equivalent

This course aims to develop the student's ability to use the Gospel of Luke more precisely in relation to its Synoptic counterparts and to integrate the Lukan perspective meaningfully into preaching, teaching, and personal reflection. This goal will be pursued through a survey of the structure, content, and main themes of the Third Gospel, based primarily upon exegetical and narrative analysis of the text with attention to current discussion in the scholarly literature.

Christopher R. Matthews

TM 611 Pathways to God: Classic Texts on Prayer and Christian Mysticism (Spring: 3)

This course explores the theological and pastoral dimensions of classic texts on prayer and Christian mysticism. Texts are paired with specific topics: Benedict of Nursia (liturgy of the hours); Bernard of Clairvaux (role of affectivity; contemplative prayer); Francis of Assisi (reverence for the cosmos); Cloud of Unknowing (centering prayer); Julian of Norwich (Jesus as mother; visionary prayer); Ignatius of Loyola (discerning prayer; consolation, desolation); John of the Cross

(dark night); Teresa of Avila (mysticism); Teilhard de Chardin (God in the cosmos). Other topics: praying with icons, with saints, petitionary prayer, possibility of everyday mysticism.

Catherine M. Mooney

TM 612 The Apostle Paul (Spring: 3)

A study of Paul's life, an investigation of all thirteen letters attributed to him, and an examination of the key theological themes of these letters.

Thomas D. Stegman, S.J.

TM 616 Creation and Eschatology (Spring: 3)

Open to STM, GA&S, and advanced undergraduate Theology majors

How does Christian faith invites us to imagine the relationship between "this world" and "the world to come?" How does that effect the way we live and work in the world? This course explores key biblical texts, Christian doctrine and contemporary theologies. Special attention is given to the relationship between religion and science; especially biblical hermeneutics; evolution and theology; death, judgment, heaven and hell; the significance of Christian faith in bodily resurrection; and the biblical and theological basis for concern for the environment and a creation-centered spirituality.

John R. Sachs, S.J.

TM 618 Theology and Ignatian Exercises (Fall: 3)

A course of lectures and discussion groups exploring theological issues arising from St Ignatius Loyola's *Spiritual Exercises*, such as: the theology of creation; sin and forgiveness; the role of Christ, Mary and the saints in Christian decision-making; discernment of spirits and of God's will; imagination in religious epistemology; the interplay of church authority and the individual conscience; mystical prayer. We will draw both on the primary sources and on a range of theological authors.

Philip Endean

TM 623 Latin for Theology (Spring: 3)

The objective of this course is to enable students to begin to read theological, liturgical, and canonical texts in their Latin original with the help of a lexicon. Basic principles of Latin phonology, morphology and syntax will be treated in the weekly classes and reinforced by regular homework exercises and their review in class. Emphasis will be placed on the vocabulary that is proper to the various theological disciplines. Grades will be determined by class participation and a final examination consisting of a sight translation of an elementary passage with necessary vocabulary aid supplied.

James J. Conn, S.J.

TM 625 John: Gospel and Letters (Fall: 3)

A close exegetical analysis of John's Gospel and the three Johannine epistles, with special attention paid to Christology and Christian community.

Thomas D. Stegman, S.J.

TM 633 African Business (Spring: 3)

Introduction to the exciting, current state of business, politics and social interactions in Africa. For the first time since wide-spread African political independence more than one half century ago, economic independence is beginning to assert itself on the continent. The purpose of this course will be to trace the progress being made

throughout Africa for it to take its place among world-wide, self sufficient economies with sophisticated infrastructure, innovative industries, stable political systems and a developing export sector.

Frank J. Parker, S.J.

TM 634 Spiritual Sources of Catholic Education and Catechesis (Spring: 3)

Cross listed with TH 734

This course is open to Catholic school teachers and administrators, religious educators, and anyone interested in learning more about the spiritual roots of Catholic education.

Catholic education and catechesis are rooted in particular appropriations of the Christian faith articulated as schools of spirituality. From these appropriations emerge commitments to specific charisms and pedagogical practices. It is imperative that Catholic educational efforts continue to affirm the spiritual legacies that have sustained schools, missions, and parochial programs throughout history. In this course we read some foundational texts of major schools of spirituality and explore how they have inspired life-giving philosophies of Catholic education. The guiding principle throughout the course is that a good philosophy of Catholic education and catechesis is always sustained by a deep spirituality.

Hosffman Ospino

TM 637 Classics of Christian Spirituality: 100-1200 (Spring: 3)

Prerequisite: A course in early or medieval church history is recommended but not required

Through careful and critical reading of representative texts from the period, the course will explore the variety of images, ideals, and ways of Christian living that emerged in the changing historical circumstances of the second through the twelfth centuries (e.g., martyrdom, asceticism, pilgrimage, lives of holy women and men, monasticism, mystical and ascetical theology). There will be introductory lectures on texts, authors and contexts, but class sessions will center on focused discussion of the primary readings. Students are responsible for further background reading as needed for informed participation.

Francine Cardman

TM 638 Seminar: Global Catholicism in the Twenty-First Century (Fall: 3)

This seminar traces the evolution of global Catholicism in the light of demographic shifts within the Roman Catholic Church from 1910-2010. Drawing upon insights and perspectives from church history, ecclesiology, theology, world mission studies, and postcolonial theory, the seminar examines the interactive dynamics of faith and culture as it explores the transformation of Roman Catholic ecclesial consciousness in the twenty-first century. Additional resources for research and analysis include the working documents, proceedings and outcomes of recent Special Synods as well as international, regional and national General Conferences of Episcopal Conferences, Assemblies of Conferences of Religious, and World Youth Days.

Margaret Eletta Guider, O.S.F.

TM 644 Theological Foundations in Practical Perspective (Fall/Spring: 3)

This course has a hybrid format—it is conducted on campus some weeks and online other weeks.

A graduate-level introduction, this course offers an overview of contemporary Christian theology, introducing basic theological themes

reflected in Co-Workers in the Vineyard of the Lord. It provides a consideration of theological methods and an investigation of the sources that contribute to the constructions of theological positions. The course is designed to explore foundational theological concepts from a pastoral perspective.

Colleen M. Griffith

Barbara Radtke

TM 646 Theology and Spirituality of Ordained and Lay Ministers (Fall: 3)

This course explores the theology, history, and spirituality of ministry in the church. The emphasis will be on the ecclesial foundations for ministry and the relationship between ministry and the mission of all the baptized. The course will examine current issues in the theology and practice of ministry, as well as the implications of ministry for the faith and practice of the minister.

Richard Lennan

TM 647 Sacraments in the Life of the Church (Fall: 3)

This course will assist participants in developing the sacramental dimension of their pastoral perspective. After exploring sacrament in its broadest sense and other fundamental elements of Roman Catholic sacramental theology, we will examine each sacrament both in its role in the life of the church as well as its role in each individual's faith journey. We will address historical background and contemporary issues about the Sacraments of Initiation—Baptism, Confirmation, and Eucharist; the Sacraments of Healing—Reconciliation and the Sacrament of the Sick; and Sacraments of Vocation—Marriage and Holy Orders.

Barbara Radtke

TM 649 The Environment and Sustainability (Spring: 3)

Cross listed with MJ 647

There is wide spread consensus that Planet Earth cannot easily support many of the demands upon its resources and structures being imposed upon it by the present population of the world. This state of disequilibrium promises to become even worse as population totals rise significantly in most countries. The emphasis in this course will be upon methods used for preserving and improving sustainability within the U.S. and worldwide. Fundamentals of Environmental Law, International Law and Administrative Law will be stressed. Cost estimates will be examined closely. Among subject matters to be studied are oil, water, wind, air and carbon sequestration.

Frank J. Parker, S.J.

TM 652 Seminar on the Theology of Johann Baptist Metz (Spring: 3)

This seminar will unfold by first examining Johann Metz's early relationship and subsequent break with the theology of Karl Rahner. Next we will explore Metz's critical dialogue with the thinkers of the Frankfurt school and the manner in which this encounter led to the formulation of Metz's early political theology. We will then turn to Metz's mature political theology as a "theology after Auschwitz." Some of the themes to be considered include Metz's assertion of the need for "anamnetic rationality," his focus on "the theodicy question," his apocalyptic eschatology, and his articulation of a mystical-political spirituality.

O. Ernesto Valiente

TM 653 Nonprofits and Their Real Estate (Spring: 3)
Cross listed with MJ 651

Attendance is mandatory unless absence is excused in advance

This course will examine the astonishing multiplication of nonprofit corporations throughout the American economy. Attention also will be paid to the similar rise in governmental entities: federal, state, and local. Among nonprofit and governmental subject areas to be studied are structures, goals, taxation, compensation, and interaction with the private sector. Heavy emphasis will be placed upon real estate needs and opportunities for expansion, contraction, and reconfiguration. Economy sectors to be examined will include higher education, secondary education, churches, health care delivery, and social service agencies. Attendance is mandatory unless absence is excused in advance.

Frank J. Parker, S.J.

TM 654 The Canon Law of Marriage and the Sacraments (Spring: 3)

A study of the canonical norms governing marriage and the sacraments of initiation and healing in the Catholic Church. Special attention is given to the prenuptial preparation of couples for marriage and to the various grounds of nullity for failed marriages. Treatment of marriage and the other sacraments is directed to priests, deacons, and lay persons who administer and assist at them, and to those who prepare the faithful for their valid, lawful and fruitful reception. Consideration is given to the theological basis of the law and its appropriate pastoral application.

James J. Conn, S.J.

TM 655 Seminar: Ignatian and Jesuit Spirituality: Towards a History (Fall: 3)

In this seminar, we will look at key figures in the history of the Jesuit and Ignatian spiritual traditions from the origins to the present, such as Favre, Nadal, Lallemand, Mary Ward, Roothaan, Hopkins, Hugo Rahner, and Arrupe. We will also look critically at Joseph De Guibert's standard textbook, and explore the theoretical and historiographical issues involved in an analogous project for today.

Philip Endean

TM 683 Practical Theology (Fall: 3)

Christian theology at its best is marked by the pastoral interest of serving the life of the church in the world. Necessarily, the study of the church—specifically, its nature, purpose and mission provides a framework within which to consider the task of practical theology. The methodology and issues that distinguish practical theology flow from this larger ecclesial context. This seminar will focus on models of the church, the art of doing theology in service of the church as well as some foundational themes of practical theology (e.g., hermeneutics, praxis, culture and inculturation, and our post-modern context).

Nancy Pineda-Madrid

TM 685 Professional Ministry Practicum (Fall/Spring: 3)

Prerequisite: Students must meet with the professor before registering for this course

Offered biennially

The professional ministry practicum provides students with an opportunity to integrate the study of theology and ministry with the exercise of an ecclesial or institutional identity as a professional minister. The practicum offers a rare and invaluable opportunity to deepen one's ministerial identity and competency under the

supervision of an experienced mentor. The course component offers opportunity for careful reflection on the ministry experience with peers. The practicum is by permission of the instructor. Students should meet with the instructor early in their degree programs to allow sufficient time to plan an approved practicum experience.

Melissa M. Kelley

TM 703 Christ, Christians, and the Religions (Spring: 3)

How can Christians understand the world religions as part of God's providential will to draw all people into the fullness of divine life? What can we learn from the phenomenon of interreligiousness and multiple religious belonging? How does this bear on Christian identity and the Church's mission of evangelization? This course will examine Church teaching and contemporary theology since Vatican II in order better to understand the significance, opportunities, and challenges of religious pluralism in today's world.

John R. Sachs, S.J.

TM 704 Prayer in the Bible (Fall: 3)

Though the focus of the course will be the wonderful Book of Psalms, it will examine expressions of prayer in the Old Testament, Qumran, and the New Testament. Psalms are a foundation of Jewish and Christian liturgy. Psalms became Christians' prayer, and, in the course of time, developed into the Liturgy of the Hours. The course will examine how the Psalms function in Christian liturgy and they might be understood by Christians in their personal prayer.

Richard J. Clifford, S.J.

TM 706 Ministry and Leadership in the Early Church (Fall: 3)

The course studies the emergence, development, practice and theologies of leadership and ministry in the churches of East and West from 100 to 600 CE. Topics include: varieties of leadership, development of structures of ministry, emergence of distinctions between laity and clergy, patterns of oversight and communion, conciliar decision-making, episcopal leadership and empire. Readings, discussion, lecture.

Francine Cardman

TM 717 Education of Christians: Past, Present, and Future (Spring: 3)

The history of the church's educational ministry serves to enlighten its present pastoral praxis. Students in this course read original and classical documents as a treasury of wisdom for religious education and pastoral ministry. The course will closely parallel the history of theology, of the church and of Western education.

Thomas H. Groome

TM 722 Seminar: Saints and Sanctity (Fall: 3)

Open to STM, GA&S, and advanced undergraduate Theology majors

This seminar examines the Christian saints from the formation of the cult of saints in early Christianity through the sixteenth century, with periodic attention to modern saints. Topics to be considered include martyrdom; why notions of sanctity change; how to read saints' lives; the difference between saints proclaimed by the people and those canonized by the papacy; the significance of shrines, relics and pilgrimage; gendered notions of sanctity; and the extent to which saints might be useful for contemporary spirituality. Extensive discussion of primary sources.

Catherine M. Mooney

TM 723 Catechetical Leadership (Fall: 3)

The concept “total community catechesis” builds on the recognition that it is the very life of the faith community and all its members and families that are both agent and participant in catechesis. This course examines both the theoretical foundations and the pastoral considerations that support effective catechesis for and by the total community.

Jane E. Regan

TM 727 Two Great Councils: Trent and Vatican II (Spring: 3)

Prerequisite: One year of theological studies

Questions of theological cultures and styles, historical and ecclesial contexts are key to understanding and interpreting these two great councils, sometimes characterized and contrasted (mistakenly) as a “dogmatic” and a “pastoral” council. Lectures, extensive readings in the documents of each council, and discussion sections.

Francine Cardman

TM 730 Holistic Formation for the Practice of Ministry (Fall/Spring: 1)

This two semester program, a requirement for first year M.A. in Pastoral Ministry and Master of Education students, cultivates practices for integrating faith, life and ministry through prayer and reflection on central themes of spirituality for ministry. The program consists of two parts. First, a student commits to a small faith community, which meets twelve times during the academic year under the guidance of a trained facilitator. Second, a student creates a spiritual formation plan (SFP), the components of which may be fulfilled throughout the duration of one’s degree program. Graded on pass/fail basis. One credit awarded spring semester.

The Department

TM 731 Writing and Research for Theology and Ministry (Fall: 1) Offered biennially

This course provides an introduction to writing and research for students engaged in STM degree programs. In the conviction that writing for theology and ministry invites a practical integration of theological, ministerial and wider social worlds in its diverse modes of communication, this course imagines writing, research and the theological and pastoral questions that engender them as integrated parts of an ongoing process of inquiry, reflection and practice. Its goal is to invite students into that process through the questions arising from their own theological and ministerial study, engagement, and reflection.

Lucretia Yaghjian

TM 735 Contemporary Moral Problems (Spring: 3)

We look at a large number of controversial moral concerns of our contemporary society. Using the rubric of the Ten Commandments and starting with the *Catechism of the Catholic Church*, the course touches upon issues such as: church and society, worship, sexuality, family, divorce, feminism, homosexuality, racism, environment, politics, war, death penalty, consumerism, capitalism, immigration, authority, truthfulness, international economic relations, genetic engineering, reproductive technology, population control, abortion, euthanasia and ecology. This course aims at a broad understanding of these pressing contemporary moral issues.

The Department

TM 742 Seminar: Theologies of Modernity (Spring: 3)

This seminar will examine how some contemporary and recent Christian thinkers have made theological sense of some of the momentous transitions—intellectual, social, political, and economic—to modernity. Students will also explore the practical options for effective Christian witness and action within the modern context. The course involves close textual readings and discussion and a final research paper. Authors to be studied include Michael Buckley, Charles Taylor, Alisdair MacIntyre, Bernard Lonergan, Louis Dupré, Jeffrey Stout, Nicholas Boyle, David Tracy, George Lindbeck, and Lieven Boeve.

Dominic F. Doyle

TM 751 Supervised Practicum in Spiritual Direction (Fall/Spring: 6)

An interview, preferably a month before the start of fall semester, to discuss prerequisites and background is a necessary step before registering for this practicum.

Graded pass/fail

This practicum is a 2-semester, 6-credit course in which students direct from 3 to 5 persons, receive supervision, and attend a 3-hour seminar every week. Assigned readings, verbatims, and two term papers are part of the course.

Ellen Keane

TM 752 Structures of Pastoral Leadership in Local Church (Spring: 3)

This course will treat a variety of theological, canonical, and pastoral issues treating the particular church. Special attention will be given to the roles of bishops and pastors along with ecclesiastical offices that can be undertaken by the lay faithful. The structure and functioning of consultative organs such as diocesan and parish pastoral councils and the presbyterial council will be explored. Questions concerning the restructuring of parishes and their pastoral care will receive special attention. Sources will include a wide variety of conciliar and postconciliar documents the canons 368-572 of the Code of Canon Law.

James J. Conn, S.J.

TM 756 Feminist Theologies and the Question of Salvation (Fall: 3)

A critical study of the challenges and contributions to the question of salvation being offered by major feminist theologians (Shussler Fiorenza, Ruether, Johnson, Williams, Gebara and others). We will analyze how the soteriological task gets framed, particularly in relation to suffering, to the cross, to hope, to emancipation as well as to other developing themes. Attention will be given to the critique and appropriation of the Christian tradition.

Nancy Pineda-Madrid

TM 766 Sacraments of Initiation (Fall: 3)

A scriptural, historical, theological and pastoral study of baptism, confirmation and first Eucharist in the Catholic and other Christian traditions.

John F. Baldovin, S.J.

TM 767 Hispanic Ministry Seminar I: Pastoral Dimensions (Fall: 3)

Nearly 50% of Catholics in the United States are Hispanic. Consequently, to minister in the Church in the U.S. increasingly requires appropriate understanding of the reality of Latinos/as in this

country as well as their spiritual and cultural contributions. This graduate level seminar invites participants to envision pastoral models that respond to the culturally diverse nature of the Church and to work particularly with Hispanic Catholic communities.

Hosffman Ospino

TM 768 Hispanic Ministry Seminar II: Theological Foundations (Spring: 3)

This course serves as an introduction to U.S. Latino/a theology and gives each student the opportunity to consider how this theological discourse reflects and enriches the faith experience of Latinos/as across the United States. This course briefly surveys several enduring theological themes and their attendant questions (i.e., theological anthropology, doctrine of God, Christology, ecclesiology, sacraments, soteriology, Mariology, eschatology) as they are engaged by U.S. Latino/a theologians.

Nancy Pineda-Madrid

TM 780 Advanced Professional Ministry Practicum (Fall/Spring: 3)

Prerequisite: Completion of the Professional Ministry practicum

The Advanced Professional Ministry Practicum provides advanced M.Div. or Th.M. students with opportunities for exercising ministerial leadership in settings requiring both advanced ministerial experience and professional expertise in a field other than theology. The aim is to conjoin expertise in another professional field (e.g., health care, law, economics, social work, education, international affairs, etc.) with the practice of ministry. The student is mentored by experienced ministers. The course component offers opportunity for careful reflection on the experience with peers. Students should meet with the instructor early on to allow sufficient time to plan an approved practicum experience.

Melissa M. Kelley

TM 785 Theology, Spirituality, and the Body (Spring: 3)

Issues of embodiment relating to theology, spirituality and ministry form the substance of this course. We will probe understandings of the body found in the historical Christian tradition and draw insights regarding human bodiliness from contemporary theology, philosophy, psychology, and social theory. Finally, we will examine the role of the body in lived Christian faith with a particular emphasis on spirituality, education, and pastoral care.

Colleen M. Griffith

TM 787 Diaconate Practicum (Fall/Spring: 3)

Prerequisite: Completion of the Professional Ministry practicum

The Diaconate Practicum provides advanced M.Div. or Th.M. students with opportunities for ministering as a deacon in parish settings while being mentored by experienced ministers. The course component offers opportunity for careful reflection on the experience with peers. Students should meet with the instructor early on to allow sufficient time to plan an approved practicum experience.

Melissa M. Kelley

TM 790 Spirituality and the Christian Life: Historic Traditions and Contemporary Practice (Fall: 3)

This course will survey historical classics, examining the generative themes that are suggestive for our time and foundational in the construction of a contemporary spirituality. Authors will include

Augustine, Benedict, Francis and Clare, Julian of Norwich, Catherine of Genoa, Ignatius of Loyola, Teresa of Avila and John of the Cross. Thematic questions will be brought to the reading of core texts.

Colleen M. Griffith

TM 791 Spirituality and Justice: Twentieth-Century Writings (Spring: 3)

This course will survey spiritual writings from the twentieth century, examining the generative themes that are suggestive for our time and foundational in the construction of a contemporary spirituality. Authors will include Thomas Merton, Evelyn Underhill, Teilhard de Chardin, Dorothy Day, Annie Dillard, Johannes Baptist Metz and Martin Buber. The course is taught with an eye toward leadership in spiritual formation.

Colleen M. Griffith

TM 803 Grace (Spring: 3)

A historical and textual examination of how some Christian thinkers have described and conceptualized the experience of grace. After considering New Testament sources, the class will examine, through lecture and discussion, the following approaches: patristic (e.g. Irenaeus, Augustine, Pelagius), medieval (Aquinas), reformation (Luther, Calvin, Trent, John of the Cross), and modern (Congar, Rahner, Balthasar, Lonergan, liberation theology). Themes to be explored include: sin, forgiveness, and healing; divine initiative and human freedom; sanctification; the relationship between nature and grace; social dimensions of grace; and theologies of the Spirit.

Dominic F. Doyle

TM 804 Sociology of Religion (Fall: 3)

This seminar explores major theorists of religious beliefs, experiences, practices and institutions. We will read original texts from classic thinkers (Durkheim, Weber, Eliade, Geertz, Berger, and Bellah). Concepts will include religious evolution, symbolism, secularization, ritual activity, civil religion and the role of religion in cultural analysis and social change.

Thomas J. Massaro, S.J.

TM 812 Social Justice and the Bible (Spring: 3)

Prerequisite: Previous work in ethics and in Bible, particularly in Old Testament

Open to STM, GA&S, and advanced undergraduate Theology majors

The Bible is usually acknowledged to be the great source of the Christian vision of the just society. This course studies key elements of contemporary social ethics and examines how the Bible illuminates them. Topics will include: the proper basis for social order and the reality of sin within this order; the relation between liberation and law; the meaning of justice; patriarchal religion and the status of women; the tension between chosen people and universal community; and Biblical warrants for environmental responsibility.

Richard J. Clifford, S.J.

Thomas J. Massaro, S.J.

TM 813 Theological Bioethics: From the Basics to the Future (Fall: 3)

The course addresses, first, the basics issues in bioethics focusing on the beginning of human life (reproductive technologies, prenatal diagnosis, abortion), biomedical research (transplantation, AIDS, genetic research, stem cell research), sustainability, and the end of human life (palliative care, vegetative state, euthanasia). Second,

it discusses the bioethical concerns raised by developing biotechnologies (e.g., neurosciences, oncofertility, nanotechnology, cyborg technologies). By studying the current theological debate and the Catholic Magisterium, principles and theories will be highlighted aiming at supporting personal decision-making and pastoral service.

Andrea Vicini, S.J.

TM 816 Sharing Faith in Religious Education and Pastoral Ministry (Fall: 3)

This course will propose the foundations for a participatory and empowering approach to religious education and pastoral ministry. Such foundations include the theological anthropology, ecclesiology, soteriology and eschatology that should undergird religious education and ministry. Through shared reflection on praxis and on course readings, participants will be invited to appropriate and make decisions about their own approaches to the ministry of “sharing faith.”

Thomas H. Groome

TM 820 Disputed Questions in Contemporary Theology (Fall: 3)

An introduction to contested issues in contemporary Christian theology, such as the role of biblical criticism, the relationship between science and faith, the encounter with world religions, theories of atonement, divine impassibility, and the possibility of faith in a consumer culture. The goals of this course are: (1) to map out the basic elements of each problematic area; (2) to register some popular yet unsatisfactory answers (e.g. creationism and reductionism as responses to the question of science and faith); and (3) to consider more authentic and theologically persuasive responses.

Dominic F. Doyle

TM 821 Grief and the Bible (Spring: 3)

Prerequisite: TM 515 or TM 826 is highly recommended, but not required

Grief, a universal and timeless human experience, is the response to painful loss. We'll consider the grief experience in light of both biblical and pastoral studies. We'll bring consideration of the interpretation of biblical texts, read in light of their ancient contexts, into conversation with critical aspects of grief, including attachment, separation, narrative disruption, and meaning-making after loss and trauma. We'll consider how engagement with biblical texts within communities of faith might serve specific sacramental and pastoral purposes, including: to articulate and to hold the human experience of loss and grief; and to enable transformative and healing encounters with God.

Christopher Frechette, S.J.

Melissa M. Kelley

TM 826 Introduction to the Old Testament (Spring: 3)

Geared toward the pastoral interests of students, this course introduces the core narrative of the Old Testament (passages from Genesis through 2 Kings) as well as prophetic books (passages from Amos and Isaiah) and wisdom literature (passages from Psalms and Job). Engaging current theological and pastoral issues, we will interpret biblical texts within the cultural, historical, literary and theological contexts from which they emerged.

Christopher Frechette, S.J.

TM 835 Psychology of Religious Development (Fall: 3)

A survey of major psychological perspectives on the foundation and development of religious consciousness and development of religious consciousness and identity over the life cycle. The course will

emphasize the student's personal integration of theological and psychological visions of development and will allow the student to concentrate attention on the periods of development that are of greatest pastoral or personal significance (e.g., adolescence, young adulthood, mid-life, etc.).

John J. Shea, O.S.A.

TM 840 Master of Divinity Closure Seminar (Spring: 3)

This seminar promotes the integration of theory and practice, as well as formation, for collaboration and partnership in ministry. Discussions, group work and team projects are some of the components of the seminar, which concludes with the M.Div. Convocation in April. The seminar brings closure to the M.Div. program by providing a structured forum for collectively exercising and applying the skills and knowledge acquired during the degree program.

Thomas A. Kane, C.S.P.

TM 850 Church Management: Integrative Colloquium (Spring: 3)

Prerequisite: Students are required to attend all three weekends.

Spring weekend course

This course is designed to integrate best management practices into the pastoral ministries of the church. Drawing upon the language and cultures of both management and ministry, it will enable people to manage the church's temporal responsibilities in ways that enhance its spiritual mission. Its curriculum will focus on management issues of pressing interest to the church's mission in the world; it can serve people specializing in church management as a vocational choice or for those whose ministry could be enhanced by such a course.

Catherine O'Connor, C.S.B.

TM 854 Catholic Higher Education (Spring: 3)

Cross listed with ED 868

This course will offer an historical overview, a survey of current scholarship and related Church documents, and an examination of the role of Catholic higher education, particularly in the U.S., and its relationship with the Church and society. This course will also engage students in an analysis of contemporary issues facing Catholic higher education particularly, faith and reason, the Catholic intellectual tradition, Catholic social thought, governance and leadership models, student development, and institutional mission, identity, and culture.

Michael James

TM 857 Legal Aspects of Real Estate (Spring: 3)

Cross listed with MJ 857

Not open to undergraduates

Attendance is mandatory unless absence is excused in advance

This team taught course will emphasize current contested areas in real estate development practice. Subjects in commercial practice such as acquisition and disposition, restructuring, taxation, tax abatements, financing, marketing, zoning, sustainability, and the like will be discussed. Leading real estate practitioners will be invited to class to make presentations on their current construction projects.

Frank J. Parker, S.J.

TM 861 Jesus and Hermeneutics (Fall: 3)

An investigation of what we know about Jesus, what it means to say how Jesus is normative for Christian self-understanding, and how particular hermeneutical theories bear on interpreting Jesus.

Daniel J. Harrington, S.J.

TM 862 The Postexilic Books of the Bible: The Community Rebuilds (Fall: 3)

An examination of the later books of the Old Testament, from the perspective of a community rebuilding its life and institutions after destruction.

Daniel J. Harrington, S.J.

TM 863 Biblical Aramaic (Spring: 3)

Prerequisite: Intermediate knowledge of Hebrew

Translation and grammatical analysis of the Aramaic portions of Ezra and Daniel, as well as Qumran texts and Targums.

Daniel J. Harrington, S.J.

TM 868 Religion and Higher Education (Fall: 3)

This course explores the historic relationship between religion and higher education, primarily within the American context. After preliminary discussion of the nature of education and religion, it examines church-related higher education in the U.S. as well as the role and place of religion in the academy at large. Topics include secularism, modernity, and challenges to Christian higher education; religious pluralism; religion in secular higher education; legal issues surrounding religion and higher education; modernism, post-modernism, post-secularism and the tensions and opportunities that these cultural/intellectual movements pose for religion and higher learning.

Michael James

TM 871 Colloquium on Ministry and Life (Fall: 0)

This foundational integrative component of STM's sabbatical program offers a spiritually formative discussion in a collegial atmosphere, seeking to meet individual interests while looking toward their next steps on the journey. Drawing on the rich educational and ministerial backgrounds of the participants, the Colloquium invites meaningful reflection and candid sharing on spiritual practice, spiritual development issues, and on what it means to be ministers in today's Church. Resource materials include short readings, poetry, images, and other media to provide a springboard for discussion, learning exercises, and exploration of a variety of spiritual practices.

Melinda Donovan

TM 881 Th.M. Thesis (Spring: 6)

Thomas A. Kane, C.S.P.

TM 882 Psychotherapy and Spirituality (Fall: 3)

Cross listed with TH 880

See course description in the Theology Department.

H. John McDargh

TM 985 S.T.L. Thesis (Fall/Spring: 9)

Thomas J. Massaro, S.J.

TM 987 Role of Empathy in Pastoral Care and Counseling (Spring: 3)

This course explores the central role of empathy as a theoretical and practical foundation for pastoral care and counseling. It presents empathy both as a way of being present in pastoral situations and as a way of facilitating therapeutic change and growth. This course concentrates on some of the skills of active empathy, for example, attending, responding to feeling, responding to content, clarifying, imagining and challenging. The theoretical underpinnings of this course provide a context for the integration of theological and psychological perspectives in pastoral care and counseling.

John J. Shea, O.S.A.

TM 991 Special Issues in Pastoral Care and Counseling (Spring: 3)

A number of important and sensitive issues surface in pastoral ministry, especially in pastoral care and counseling. In a context of adult development and spirituality, this course considers the assessment of personality and personality disorders, sexual issues including abuse, the addictions along with dual diagnosis and co-dependency, the experience of trauma, loss and depression, ministry to those with AIDS, dying and bereavement, suicide and burnout in ministry.

John J. Shea, O.S.A.

TM 994 Education for Justice and Peace (Spring: 3)

Cross listed with TH 994

Open to STM, GA&S, and advanced undergraduate Theology majors

The course begins with an investigation of the tools of social analysis as a means of getting beneath the surface of issues of injustice. Following it reviews Catholic social teachings, as a means of offering a theological foundation for educating for justice. Finally, it looks at educational methods from the early twentieth century to the present, methods that reflect education itself is a work of justice. The course concludes with student groups presenting lessons in which they have: used tools of investigation and analysis on an issue; incorporated theological reflection; and developed a methodology for effective education.

Theresa A. O'Keefe

TM 999 Ph.D. Continuation (Fall/Spring: 1)

The Department

Carolyn A. and Peter S. Lynch School of Education

The Lynch School offers graduate programs in education, psychology, and human development.

The mission of the Lynch School is to improve the human condition through education. It pursues this goal through excellence and ethics in teaching, research, and service. It prepares graduate students to serve diverse populations in a variety of professional roles—as teachers, administrators, human service providers, psychologists, and researchers.

Through research, the Lynch School seeks to advance knowledge in its respective fields, inform policy, and improve practice. Its teachers, scholars, and learners engage in collaborative school and community improvement efforts locally, nationally, and internationally. What unites the diverse work conducted within the Lynch School of Education is the underlying aspiration to enhance the human condition, to expand the human imagination, and to make the world more just.

The Lynch School is named in honor of Carolyn A. and Peter S. Lynch. Carolyn Lynch is a fervent supporter of education, as is her husband, Peter Lynch, a University graduate and one of the country's best-known financial investors.

GRADUATE PROGRAMS

The faculty of the Lynch School of Education is committed to research and professional preparation based on reflective practice and the scientist-practitioner model. The curriculum is directed toward promoting social justice for children, families, and communities, particularly in urban settings, and toward developing students' research skills and attitudes.

Admission

Information about admission is available on the Lynch School website at www.bc.edu/lynchschool. You may also write to the Office of Graduate Admission, Financial Aid, and Student Services, Lynch School, Campion Hall 135, Boston College, Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or email lsadmissions@bc.edu. The Lynch School requires that all applicants to master's and doctoral programs take the Graduate Record Examination (GRE).

The Lynch School admits students without regard to race, ethnicity, religion, age, sex, sexual orientation, marital or parental status, national origin, veteran status, or disability. The School welcomes the presence of multiple and diverse cultural perspectives in its scholarly community.

Students must be formally admitted to the Lynch School Graduate Programs by a committee composed of faculty and administrators. Students may apply to degree programs or may apply to study as a Non-Degree Student. Consult the Lynch School admissions materials for complete information.

Official notification of admission is made by a written announcement from the Lynch School. Students should not presume admission until they receive this announcement. Admitted students are required to submit a non-refundable deposit of \$250.00 by the date stipulated in the admission letter. The deposit is applied to tuition costs for the first semester of study.

Deferral of Admission

Admission may be deferred for up to one year for those accepted to master's degree programs. Deferral of admission to doctoral programs is at the discretion of the admitting faculty. Requests to defer admission must be submitted in writing to the Director of Graduate Admissions in the Office of Graduate Admission, Financial Aid, and Student Services and must be confirmed by the Lynch School. Students granted deferrals will be notified in writing.

The number of acceptances to graduate programs each year is dependent upon the number of deferred students who will be matriculating in a given year. For this reason, the Lynch School requires that students who wish to defer for a semester or a year indicate this at the point of acceptance and return the response form with a deposit of \$250.00. This will hold a space in the following year's class and will be credited toward the first semester of study.

Because of the volume of applications received each year by the Lynch School, there can be no assurances of deferred admission and the above procedure must be followed.

Admission for International Students

International Students (non-U.S. citizens who are not permanent U.S. residents) may find information about admission and an online application that can be downloaded from the Lynch School website at www.bc.edu/lynchschool. Prospective students may also write to the Office for Graduate Admission, Financial Aid, and Student Services, Lynch School, Campion Hall 135, Boston College, Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or email lsadmissions@bc.edu. All international student applicants for whom English is not a first language, or who do not hold a degree from an English-speaking university, must take the TOEFL (Test of English as a Foreign Language) examination and request that their score be forwarded to the Lynch School of Education by the Educational Testing Service (www.ets.org). The Lynch School of Education TOEFL code is 3240. Ordinarily, the Lynch School expects a minimum score of 550 on the written examination or 213 on the computer-based test, and 80 on the internet-based TOEFL. Information on exemptions from the TOEFL as well as additional testing information are contained in the graduate application materials available on the Lynch School website. Information about these examinations also may be obtained from the Educational Testing Service, Princeton, NJ.

Non-Degree Status

Students not seeking a degree, but interested in pursuing course work at the graduate level, may apply for admission as a Non-Degree Student. While there is no guarantee of later admission to a degree program, many individuals choose Non-Degree Status either to explore the seriousness of their interest in studying for an advanced degree and/or to strengthen their credentials for possible later application for degree status. Others are interested in taking graduate course work for personal enrichment or professional development. Included among those taking courses are school counselors, teachers, administrators, and psychologists who are taking classes as a means of fulfilling professional development requirements or continuing education units.

A formal Non-Degree Student application is available online on the Lynch School admissions homepage and is required for enrollment in courses. A Non-Degree Student application is comprised of the online application form and original copies of either the undergraduate or graduate transcript with the degree posted. This is to

assure the faculty that students in graduate classes hold the baccalaureate degree. The transcript should be sent to the Lynch School of Education, Boston College, Data Processing Center, P.O. Box 226, Randolph, MA 02368-9998, prior to registration for classes. The transcript must be received by the first week of classes.

Although there is no limit on the number of courses Non-Degree Students may take, no more than four courses (12 semester hours), if appropriate, may be applied toward a degree program in the Lynch School. Courses taken as a Non-Degree Student may be applied to a degree program only after official acceptance into a degree program and with the consent of the student's advisor.

Certain restrictions apply to courses available to Non-Degree Students. Due to space limitations, all courses may not be available to Non-Degree Students. Practicum course work associated with teacher licensure or counseling psychology licensure is reserved for matriculated degree students in these programs. Students who wish to become certified or licensed must gain admittance to a graduate degree program in the desired area. Other courses are restricted each semester to maintain class size. Individuals considering Non-Degree Student status may seek career and course advice from the Office of Graduate Admission, Financial Aid, and Student Services.

Financial Aid

For a full description of University financial aid loan programs, refer to the University Policies and Procedures and the Lynch School website (www.bc.edu/lynchschool) and select Admissions. Financial aid opportunities occur in several forms, including grants, scholarships, assistantships, fellowships, loans, and work-study. Some of these resources can be obtained directly from Boston College. Others may be obtained through outside sources such as local civic organizations, religious organizations, educational foundations, banks, and Federal low-interest loan programs.

Please note that the University's Financial Aid Office administers only Federal loan programs, which include Stafford loans, Perkins loans and work-study. If you are applying for any of these loan programs through Boston College, consult the University Policies and Procedures.

While most universities primarily fund doctoral students, there is a substantial amount of aid available to master's students at Boston College in the form of special program scholarships, administrative assistantships, paid internships, grant-funded opportunities, and scholarships for students from historically underrepresented groups. A number of the scholarships, listed below, are intended to support students who are preparing to work with low income children, youth, and families in urban communities.

The *Peter Jay Sharp Foundation* has given the Lynch School a generous endowment to provide financial aid to a small group of highly talented graduate students from underrepresented groups committed to teaching in urban schools. The *Peter Jay Sharp Urban Scholars Award* of \$10,000 is awarded annually to 10 students. The award is in the form of a loan forgiveness program, whereby 25 percent of the loan is forgiven upon graduation from the master's program and an additional 25 percent forgiven for each year of teaching in an urban school. At the completion of the expected years of service, the entire amount of the loan will be canceled with no payment due. This award is often paired with a tuition scholarship.

Each year, a cohort of 30 applicants to master's-level teacher licensure programs who have a desire to teach in an urban setting are selected to enter the Donovan Urban Teaching Scholars Program. Students are supported with a scholarship award covering one half of the entire tuition. Other forms of aid are available to Donovan Scholars as well.

Dean's Awards are tuition scholarships of varying amounts given to incoming students identified by the faculty as having exceptional promise in their chosen fields of study and contributing to all forms of diversity in our student body, including intellectual, economic, racial, cultural, geographical, and gender diversity. As part of continuing efforts in the Lynch School to address the needs of academically talented, economically disadvantaged students who wish to pursue graduate study in the Lynch School, we are pleased to announce a new Need-based Financial Aid program. This program is available to all master's degree applicants who plan to attend full-time. For further information, please contact the Director of Graduate Admissions in the Office of the Graduate Admission, Financial Aid, and Student Services.

The *Graduate Alumni Award* was established by graduates of the Lynch School to provide significant support to incoming students with outstanding academic achievement who shows particularly great promise in the fields of education or applied psychology. The award is comprised of both a stipend and a partial tuition scholarship and a 20-hour-per-week appointment with a faculty member or administrator in the Lynch School.

Boston College has resources that support a number of fellowships offered to especially promising minority group students who are beginning their doctoral studies. These *Diversity Fellowships* are renewable for up to five years of support, and carry full tuition scholarships of 18 credits per year and stipends of approximately \$19,000.

The *Catholic Educator Award* is a tuition scholarship award associated with the Educational Leadership program, established through a partnership between the Lynch School of Education and the School of Theology and Ministry at Boston College. It supports students who are preparing to study and practice across the educational spectrum, from schools K-12 to institutions of higher education. Three new degree opportunities give students the ability to integrate studies in school or university administration with courses in Catholic mission, culture, theology and ministry. The new degree opportunities include:

- **The M.A. in Higher Education with a concentration in Catholic University Leadership** is for those aspiring to careers in educational administration in Catholic colleges and universities and who wish to embrace their distinctive mission and culture.
- **The M.Ed. in Religious Education with a Catholic School Leadership concentration** is designed for those who have some background and experience in educational administration, but little formal background in Catholic theology or ministry and wish to become principals or presidents of Catholic schools.
- **The M.Ed. in Educational Leadership and Catholic School Leadership** prepares those with little background in educational administration for the principalship or presidency of Catholic schools. The degree offers coursework and supervised clinical experiences required for licensure in the Commonwealth of Massachusetts while educating graduates to promote a

mission-based ethos in their schools. For more information on these programs, visit the Lynch School Center for Catholic Education website at www.bc.edu/cce. Generous financial aid is available.

The *William and Mary Lam Graduate Student Scholarship* is given to a Chinese citizen who is committed to enhancing the educational experiences of poor rural students in China. It is comprised of a stipend and generous tuition scholarship.

The *Lynch School Administrative Fellows Program* offers funding opportunities to incoming higher education students in key administrative offices at Boston College. The Fellows Program offers students a distinctive and innovative opportunity to work closely with a senior administrator at the University, reflect on this experience in a seminar, and receive support for their graduate study. Awards in this program are comprised of varying amounts of tuition remission and a stipend for approximately 20 internship hours per week.

For those who have two or more years of K-12 teaching experience, there are approximately 30 *Office of Practicum Experiences and Teacher Induction Assistantships* available, most of which consist of varying amounts of tuition remission and a stipend. These assistantships are awarded through the Office of Practicum Experiences and Teacher Induction to aid in the supervision of our undergraduate and graduate students in their practical training experiences.

Federal grant funds are available to support 50 percent of Boston College tuition for students in the Severe Disabilities Program. Further funding is available to students who wish to receive an additional endorsement in educating students who are deafblind. Federal grant funds are available to support 70 percent of Boston College tuition for students in the Severe Disabilities Program with additional coursework in deafblindness. Students with minority status, including those with disabilities, are eligible for 90 percent tuition coverage in either program.

Full-time graduate students enrolled in the courses required for the *Teaching English Language Learners (TELL/ESL) Certificate* are eligible for scholarships and internships, pending federal funding through the Office of English Language Acquisition in the U.S. Department of Education.

Graduate Assistantships are a combination of tuition scholarship and stipend in varying amounts. A listing of assistantships is produced annually by the Office for Graduate Admission, Financial Aid, Student Services, and the Murray Graduate Student Center. Students submit resumes and letters of interest to the office or individual holding the assistantship opportunity.

Students with Disabilities

It is the goal of the Lynch School to successfully prepare for the receipt of a degree and state licensure for any qualified individual who strives to meet these objectives regardless of disability. The University accepts the affirmative duty to take positive steps to educate disabled persons and to assist them in career advancement. After an evaluation of a student's capacity to perform the essential program functions, the University will engage in any reasonable accommodation within its program that would allow a qualified student with a disability to complete the program successfully and to seek licensure so long as such accommodation does not result in waiver of competencies required for graduation or licensure.

Licensure and Program Accreditation

Many of the teacher education and administration programs offered by the Lynch School have been designed to comply with current standards leading to initial and professional licensure for educators in the Commonwealth of Massachusetts. Through the University's accreditation by the Interstate Licensure Compact (ICC) a program of study preparing for educator licensure in Massachusetts will also provide graduates, through reciprocity, with facilitated opportunities for licensure in most other states. Licensure is granted by the state, and requirements for licensure are subject to change by the state. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). Especially in the case of out-of-state students, it is the responsibility of the student to plan a program that will lead to licensure in a given state. Staff in the Practicum Placement Program, Office of Practicum Experiences and Teacher Induction, (Campion 103, 617-552-4206) can help with most teacher and administrator licensure questions. Mental health and school counselor licensure questions should be addressed to the Office of Graduate Admission, Financial Aid, and Student Services at 617-552-4214. The teacher education programs at Boston College are accredited by TEAC (Teacher Education Accreditation Council).

The Doctoral program in Counseling Psychology is fully accredited by the American Psychological Association. The 60-credit M.A. in Mental Health Counseling fulfills the educational requirements for licensure as a mental health counselor in Massachusetts, and the M.A. in School Counseling meets the educational requirements for licensure in school counseling in Massachusetts. Students are encouraged to check the requirements for the states in which they eventually hope to obtain licensure. Students seeking school counseling licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

International and Special Practicum Placement Program for Graduate Studies

The Lynch School's International and Special Practicum Placement Program offers graduate students in the Teacher Education programs classroom opportunities in a variety of foreign countries and out-of-state settings for pre- and full-practica. International settings include classrooms in such countries as Switzerland, Ireland, England, France, Italy, Germany, Spain, and Mexico. Out-of-state student teaching opportunities are available in Arizona, Maine, or North Dakota Native American Reservations, and a school in Mississippi. For information regarding programs and requirements, contact the Director for the International/Out-of-State Practicum Placement Program, Office of Practicum Experiences and Teacher Induction, Campion 103, Lynch School, Boston College, Chestnut Hill, MA, 02467-3804 or 617-552-4206.

Degree Programs

Through its various graduate programs, the Lynch School offers the M.Ed., M.A., M.A.T., M.S.T., Ph.D., and Ed.D. degrees. The Lynch School also offers programs leading to a Certificate of Advanced Educational Specialization (C.A.E.S.). Graduate programs serve a dual purpose—**research** preparing students in research-based knowledge of their profession with specialized competence in the evaluation of educational and psychological innovations, and in basic and applied

quantitative and qualitative research methodologies; and **practice**, preparing students to apply knowledge in appropriate areas of specialization to practice in both academic and nonacademic settings.

Doctoral Degree Programs

General Requirements for the Degree of Doctor of Philosophy

The Ph.D. is granted for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a dissertation based upon original research. Doctoral studies are supervised by the student's advisor, department chairperson, and the Associate Dean for Graduate Studies. The Ph.D. is granted in the Lynch School in the following areas:

- Curriculum and Instruction
- Higher Education
- Counseling Psychology
- Applied Developmental and Educational Psychology
- Educational Research, Measurement, and Evaluation

Upon admission to a doctoral program, the doctoral student will be assigned an academic advisor. The Doctoral Program of Studies should be designed by students in consultation with their advisors during the first or second semester of course work. A formal Program of Studies must be filed with the student's advisor and the Office for Graduate Admission, Financial Aid, and Student Services. Programs of Study for all programs are available on the Lynch School's website at www.bc.edu/lynchschool.

Doctoral students in the Lynch School, in addition to course work, complete comprehensive exams before being admitted for doctoral candidacy. Doctoral students also complete a doctoral dissertation.

Current information on policies and procedures regarding doctoral degree programs is provided online at www.bc.edu/schools/lsoe/academics/Graduate/phd.html.

Certificate of Advanced Educational Specialization (C.A.E.S.)

The C.A.E.S. course of study is designed for currently practicing educators who already have a master's degree and seek a higher level of specialization in Curriculum and Instruction or professional licensure in administration. For further information on C.A.E.S. programs in Educational Leadership and Curriculum and Instruction, contact the Office for Graduate Admission, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College at 617-552-4214 or lsadmissions@bc.edu.

Master's Degree Programs

Candidates for the master's degree must be graduates of an accredited college or university. The Office of Graduate Admission, Financial Aid and Student Services, Campion 135 provides academic and financial aid services for master's students throughout their studies in the Lynch School.

Master of Education Degree (M.Ed.)

The Master of Education is awarded in the following areas:

- Early Childhood Teaching
- Elementary Teaching
- Secondary Teaching
- Special Education Teaching*
- Reading/Literacy Teaching
- Curriculum and Instruction

- Educational Leadership
- Educational Research, Measurement, and Evaluation

*The M.Ed. program in Special Education Teaching includes the following areas of concentration: Moderate Special Needs, Grades Pre-K-8 and Grades 5-12, Students with Severe Special Needs pre K-12.

Master of Arts in Teaching and Master of Science in Teaching Degrees (M.A.T./M.S.T.)

M.A.T. and M.S.T. for Initial Licensure

The M.A.T./M.S.T. Initial Licensure programs are designed for students who have graduated with a major in liberal arts or sciences and who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools who do not yet hold a license, and for recent college graduates already prepared to teach at the secondary level who want to earn an additional area of expertise and/or licensure. These degrees are coordinated with the appropriate Graduate School of Arts and Sciences department, require admission to both the Lynch School and to the appropriate College of Arts and Sciences program, and require more course work in Arts and Sciences than the M.Ed. degree in Secondary Teaching.

Students may prepare in the following disciplines: biology, chemistry, physics, geology (earth science), mathematics, history, English, romance languages (French and Spanish), Latin and classical humanities.

Programs are described under the section on programs in Teacher Education/Special Education and Curriculum and Instruction.

M.A.T. and M.S.T. for Professional Licensure

The M.A.T./M.S.T. Professional Licensure programs are designed for teachers who hold initial teaching licensure. Candidates can only apply to the state for Professional Licensure after teaching for three years, but may begin course work during the first year of teaching. The Professional License is available in the following academic disciplines: English, history, French, Spanish, earth science, biology, and mathematics. The Professional License is also available in Elementary Education and Reading.

Master of Arts Degree (M.A.)

The Master of Arts degree is given in the following areas:

- Early Childhood Specialist
- Higher Education
- Counseling
- Developmental and Educational Psychology

These programs are described in each departmental section.

Course Credit

A *minimum* of 30 graduate credits is required for a master's degree. Specific programs may require more credits. No formal minor is required. No more than six graduate credits with grades of B or better, approved by the Associate Dean of Graduate Studies, will be accepted in transfer toward fulfillment of course requirements. A transfer of credit must be formally applied for with the Associate Dean of Graduate Studies.

Programs of Study

In the first semester of matriculation, students must complete a Program of Studies in consultation with their academic advisor and/or the Director of Student Services in the Office for Graduate Admission, Financial Aid, and Student Services. Program of Studies forms are

available on the Lynch School website at www.bc.edu/schools/lsoe/academics/pos.html. These forms must be approved and filed with the Associate Dean of Graduate Studies.

Fifth Year Programs

Academically outstanding students in any undergraduate school at Boston College may apply for a variety of graduate programs that will enable them to graduate with both a bachelor's degree and a master's degree in five years. Please contact the Office of Graduate Admission, Financial Aid, and Student Services for further information about the Fifth Year Programs.

Research Centers

The Lynch School houses several Research Centers. For more information refer to the *About Boston College* section of this catalog.

Department of Teacher Education/Special Education and Curriculum and Instruction

The Department of Teacher Education/Special Education and Curriculum and Instruction prepares educational leaders for instructional and administrative roles in public and private schools, in institutions of higher education, and in related organizations. The intent is to provide a blend of scholarship, disciplined inquiry, and professional experiences that will develop the sound understanding, practical skills, ethical values, and social responsibilities that are required of competent educators.

Student programs are individualized under the guidance of a faculty advisor, with special consideration given to each student's career goals and licensure requirements.

Areas of Concentration

Programs and courses in Teacher Education are designed to prepare educators in the areas of elementary and secondary teaching, early childhood education, special education, and reading. In addition, master's and doctoral programs are available in Curriculum and Instruction. Teacher preparation programs are designed for individuals interested in working in elementary and secondary schools, both public and private, as well as early childhood and special needs programs and facilities. The Lynch School prepares outstanding teachers in both theoretical and practical dimensions of instruction. The doctoral program in Curriculum and Instruction prepares students for college and university teaching, research positions, and/or school leadership positions.

Master's candidates can include the Teaching English Language Learners (TELL) Certificate in their program of studies. This program prepares mainstream educators to be "highly qualified" to teach English language learners in their classrooms. Those interested in this program should let their advisors know when planning the program of studies.

Licensure

Endorsement of candidates for initial Massachusetts teaching licensure is a collaborative effort between the Lynch School supervisor and the cooperating teacher. The Lynch School offers graduate programs designed to prepare students for teaching licensure at the master's and C.A.E.S. levels. A student seeking licensure must be admitted as a degree candidate. Programs are approved by the Interstate Licensure Compact (ICC), allowing students easier access to licensure outside Massachusetts.

The following are licenses available from the state department of Massachusetts through completion of a Lynch School program:

- Early Childhood Teacher
- Elementary Teacher
- Teacher of English, Mathematics, History, Physics, Chemistry, Biology, Earth Science, French and Spanish, Latin, and Classical Humanities
- Specialist Teacher of Reading
- Specialist Teacher of Students with Moderate Special Needs (pre K-8, 5-12)
- Specialist Teacher of Students with Severe Special Needs (pre K-12)

Note: Students who plan to seek licensure in states other than Massachusetts should check the licensure requirements in those states. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

Practicum Experiences

Practicum experiences are an essential part of the curriculum in licensure programs and should be planned with the respective faculty advisor early in the student's program. Practicum experiences for licensure in Teacher Education are offered at the Initial Licensure level for Massachusetts. Students seeking licensure in Massachusetts also must pass the Massachusetts Tests for Educator Licensure (MTEL).

All field experiences for students enrolled in Lynch School degree programs are arranged through the Office of Practicum Experiences and Teacher Induction (Campion 103). The Director of Practicum Experiences and Teacher Induction must approve all students for the practicum. Applications for all placements must be made during the semester preceding the one in which it will occur. Application deadlines for full practica are March 15 for fall assignments and October 15 for spring assignments. Application deadlines for pre-practica are May 1 for fall placements and December 1 for spring placements.

The following are prerequisites for students who are applying for practica and clinical experiences:

- GPA of B or better (3.0 or above)
- Satisfactory completion of required pre-practica or waiver from the Director of the Office of Practicum Experiences and Teacher Induction
- Completion of 80 percent of the course work related to required Education courses, including methods courses in the content area and courses required for initial licensure
- Application in the Office of Practicum Experiences and Teacher Induction

A full practicum is characterized by the five professional standards as required by the Massachusetts Department of Education. Student teachers must demonstrate competence in these five standards during their practicum experience: plans curriculum and instruction, delivers effective instruction, manages classroom climate and operation, promotes equity, and meets professional responsibilities.

If, for any reason, a student is unable to complete the full practicum, an extended practicum (additional time in the field) will be required by arrangement of the Director of Practicum Experiences and Teacher Induction.

Placement sites for local field experiences are in Boston and neighboring areas. Students are responsible for providing their own

transportation to and from these schools. Transportation to schools often requires that the student have a car. Carpooling is encouraged. All graduates in Teacher Education are eligible for a Summer Start program to prepare them for their first classroom experience.

Professional Licensure Programs

The Lynch School of Education at Boston College offers two programs that lead to Professional Licensure in the state of Massachusetts: the 30 Credit M.A.T./M.S.T. Program Leading to Professional Licensure and the 12 Credit Program Leading to Professional Licensure.

The 30 Credit M.A.T./M.S.T. Program Leading to Professional Licensure is available in Elementary Education (1-6), Reading (all levels), Biology (8-12), and Spanish (5-12). Each program requires five (5) approved graduate courses (15 credit hours) in the Arts and Sciences academic discipline and five (5) approved pedagogical courses (15 credit hours) related to the academic discipline.

The 12 Credit Program Leading to Professional Licensure is an option available to candidates who received Initial Licensure in a Master's Degree licensing program. This program is available in Elementary Education (1-6), Reading (all levels), Biology (8-12), Earth Science (8-12), English (8-12), French (8-12), History (8-12), Mathematics (8-12), and Spanish (5-12). Each program requires two approved graduate courses (6 credit hours) in the Arts and Sciences academic discipline and two approved pedagogical courses (6 credit hours) related to the academic discipline.

Upon admission to either Professional Licensure program, the candidate meets with the Department Chairperson of Teacher Education and a graduate advisor to design an appropriate program based on a complete review of the candidate's previous undergraduate and graduate coursework and coursework approved by the Massachusetts Department of Education. All candidates must possess an Initial license in the area in which he/she seeks Professional Licensure. Although the candidate may begin coursework leading toward Professional Licensure anytime in his/her teaching career, the candidate may not apply to the state for licensure until he/she has taught in the Massachusetts public schools for at least three years and has completed all coursework. Prospective students seeking Professional Licensure in content areas not included in this description should consult with the Department Chairperson of Teacher Education, as new approvals are acquired on a yearly basis.

Application Deadlines for Programs in Teacher Education/Special Education and Curriculum and Instruction

Master's programs in Teacher Education/Special Education and Curriculum and Instruction, with two exceptions, have the following deadlines for applications: February 1 is the priority deadline for summer or fall admission, with June 15 being the final application deadline for fall admission. The M.A.T. program in English and the M.A.T. program in history accept applications only once per year on February 1 for a summer or fall deadline. Applicants must meet the priority deadline to be assured of consideration for scholarships. M.A.T./M.S.T. candidates must be accepted by both the Lynch School and the Graduate School of Arts and Sciences department of their specialization. More information can be found under Master's Programs in Secondary Teaching.

The priority deadline for application to the C.A.E.S. programs in Reading Specialist, Moderate Special Needs, or Curriculum and Instruction is February 1 for summer or fall admission, with June 15 being the final application deadline for fall admission. Applicants must meet the priority deadline to be assured of consideration for scholarships.

The deadline for application to the Ph.D. program in Curriculum and Instruction is January 1 for summer or fall admission.

All admissions requests should be addressed to the Office of Graduate Admission, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, Massachusetts 02467-3813, 617-552-4214. You may access the application on the Lynch School website at www.bc.edu/lynchschooll or request an application by sending an email to lsadmissions@bc.edu.

Programs in Teacher Education/Special Education and Curriculum and Instruction

Master of Education (M.Ed.) in Early Childhood Teaching

The master's degree program in Early Childhood education focuses on developmentally appropriate practices and critical thinking skills. This program is appropriate for students who wish to be prepared to teach normal and moderately disabled children in regular settings, pre-K-2. Students can enter the program without teaching licensure. Prerequisite for either program is a college degree with an Arts and Sciences major or the equivalent. Students who have majored in other areas, such as business or engineering, should consult the Director of Graduate Admissions.

Master of Education (M.Ed.) in Elementary Teaching

The Elementary Teaching program is designed for students who wish to teach in grades 1-6. The program stresses a humanistic approach to teaching that is both developmentally appropriate and intellectually challenging. It prepares the teacher to work with the diverse range of children by providing the teacher with knowledge about instructional practices, along with perspectives on children, schools, and society.

The prerequisite for the program is a bachelor's degree with an Arts and Sciences or interdisciplinary major or the equivalent. The Program of Studies for the program includes foundations and professional courses, and practicum experiences. Courses of study are carefully planned with the faculty advisor to ensure that both degree requirements and licensure requirements are fulfilled.

For the applicants seeking a Master's in Elementary Education, undergraduate transcripts will be audited for mathematics courses. It is expected that applicants have completed a two 3-credit mathematics course equivalent in Arts and Sciences. If applicants do not fulfill this requirement, they will be advised to take the needed courses.

Master's Programs (M.Ed., M.A.T., and M.S.T.) in Secondary Teaching

Students in secondary education can pursue either a Master of Education (M.Ed.), a Master of Arts in Teaching (M.A.T.), or a Master of Science in Teaching (M.S.T.). These degree programs lead to (9-12) licensure in one of the following disciplines: English, history, biology, chemistry, geology (earth science), physics, mathematics, French, Spanish, and Latin and Classical Humanities. The prerequisite for the program is a bachelor's degree with a liberal arts major in the field of

desired licensure or an equivalent. Students who do not have the prerequisite courses must take discipline area courses before being admitted into a degree program. All prerequisite courses must be taken before taking the practicum. Check with the Office of Graduate Admissions, Financial Aid, and Student Services (617-552-4214) if you have questions.

In addition to required courses in the field of education, secondary education master's degrees require a number of courses taken at the graduate level in the Arts and Sciences department of specialization. M.Ed. students take a minimum of two graduate courses, and M.A.T./M.S.T. students take five graduate courses in their disciplinary area. Courses of study are carefully planned with a faculty advisor. All of the master's programs leading to licensure in secondary education include practicum experiences in addition to course work. M.A.T./M.S.T. applicants file only one application to the Lynch School. The Office of Graduate Admissions, Financial Aid, and Student Services coordinates the admissions process with the Graduate School of Arts and Sciences faculty. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

Master of Education (M.Ed.) in Reading/Literacy Teaching

The graduate reading program consists of a series of courses and related practicum experiences designed to help classroom teachers and resource room specialists increase knowledge and skill as teachers of literacy. The program is designed to enable candidates with at least one year of teaching to meet Massachusetts licensure standards for teacher of reading. The program conforms to the guidelines of the International Reading Association.

The Program of Studies consists of foundation courses, courses in language and literacy, and practica experiences as a teacher of reading. A classroom teaching certificate is required for admission into the program. Students should carefully plan programs in consultation with the program advisor to see that degree and licensure requirements are met.

Master of Education (M.Ed.) in Curriculum and Instruction

The master's degree program in Curriculum and Instruction consists of a planned program with a minimum of 30 graduate credit hours. Four courses in Curriculum and Instruction are required. Programs of study are planned in consultation with a faculty advisor to meet each candidate's career goals and needs.

This degree program does not lead to licensure, nor are students in this program eligible to apply for supervised practicum experiences.

Master of Education (M.Ed.) in Special Education

Master of Education (M.Ed.) in Special Education: Teacher of Students with Moderate Special Needs, Grades Pre-K-9 and Grades 5-12

This program prepares teachers to work with students classified in some states as learning disabled, mildly retarded, or behaviorally disabled. This program, however, is based on a non-categorical model focused on educational need rather than category of disabling condition. Students gain practical experience in inclusive schools. The ultimate goal is the preparation of teachers to function effectively in

collaboration with regular educators, parents, and other professionals in creating successful experiences for all students. Applicants who have completed a regular education preparation program can enter directly into the program. Applicants with no previous regular education preparation program must apply for both regular and special education programs. For this reason, students become licensed in regular and special education. Financial aid is available in the form of paid internship experiences in local school systems and in some private schools.

Master of Education (M.Ed.) in Special Education: Teacher of Students with Severe Special Needs, Pre-K-12

This program prepares students to work in schools and community environments with students with mental retardation or other severe disabilities, preschool through older adolescence, in a variety of educational settings and leads to a Massachusetts licensure in Severe/Intensive Special Needs. Students may be enrolled on a full- or part-time basis. The program emphasizes urban schools, inclusive education, collaborative teaching, disability policy, and family partnerships. For those students employed in approved Intensive Special Needs programs, practicum requirements are individualized and may be completed within the work setting. The program of studies expands on and builds upon a prerequisite education foundation through the development of competencies that are research and field-based and consistent with the highest professional standards of the field.

Teaching English Language Learners (TELL/ELS) Certificate

The Lynch School of Education offers a certificate in Teaching English Language Learners. Candidates should hold or be working toward a licensure in an education field (early childhood, elementary, secondary, reading, moderate special needs, and others). This program is designed to prepare mainstream teachers to work with bilingual learners/English Language Learners in their mainstream classroom settings. The certificate requires two courses and a free non-credit workshop taken during one of the field experiences. In addition, candidates need to do a field experience in a classroom that includes bilingual learners (which can be fulfilled through the pre-practicum requirement). Courses include ED 346 Teaching Bilingual Students (elementary or secondary education section), ED 621 Bilingualism, Second Language and Literacy Development, and workshops leading to licensure as a Certified MELA-O Administrator offered as a free non-credit 10-hour training over two Saturday sessions. Also needed is ED 429 Pre-Practicum Experience (or equivalent) with bilingual learners, preferably taken the same semester as ED 346 or ED 621. For more information please contact Dr. Brisk, brisk@bc.edu or Dr. Paez, paezma@bc.edu.

Donovan Urban Teaching Scholars Program

The Donovan Urban Teaching Scholars program is open to master's students specifically interested in urban teaching. To qualify for the program, students must be accepted into one of the Master of Education licensure programs in teaching listed above. All Donovan scholars must complete a teacher education program in Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, or Severe Special Needs Teaching. A cohort of 30 students is selected

each year from students applying to an M.Ed. teacher licensure program and financially supported from the Donovan Scholars program, which carries a half-tuition scholarship.

Certificate of Advanced Educational Specialization (C.A.E.S.)

The C.A.E.S. course of study is designed for currently licensed educators who already have a master's degree and seek a higher level of specialization in Curriculum and Instruction. For further information on the C.A.E.S. program in Curriculum and Instruction, contact the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, Massachusetts 02467-3813, 617-552-4214.

Doctoral Program (Ph.D.) in Curriculum and Instruction

The doctoral program in Curriculum and Instruction is for people who hold, or plan to assume, leadership positions in curriculum, instruction, and teacher education in schools, school systems, or other related instructional environments. It is also designed for candidates who are preparing for a career in curriculum and instruction or teacher education at the college, university, or staff development level.

Courses and related program experiences are designed to develop scholarly methods of inquiry in teaching, teacher education, curriculum development and evaluation, and professional development. There is a complementary emphasis on designing and researching effective instruction. Students who plan to work in school settings may pursue programs that will help them develop expertise in several areas of instruction such as mathematics, literacy, technology, science, history, or combinations thereof. Students who plan to work at the post-secondary level may pursue specialties in curriculum or teacher preparation in a specific subject area.

The program of studies requires a research core that will familiarize students with quantitative and qualitative research methodology and develop the candidate's expertise for analyzing and conducting research. Also required are advanced-level core courses in curriculum and teaching theory, research, and practice. Programs of studies are carefully planned on an individual basis to help candidates meet their goals related to scholarship, professional, and career paths. Throughout their doctoral programs, candidates work closely with faculty in research and teaching activities related to one of four areas of specialization: critical pedagogy, diversity, and social justice; curriculum, policy, and school reform; language, literacy, and learning; and mathematics, science, and technology.

Department of Educational Leadership and Higher Education

The Department of Educational Leadership and Higher Education prepares educational leaders for institutions involved in the education of youth and adults from preschool through university and continuing education levels. The department is committed to preparing leaders who proactively bring foundational perspectives from sociology, psychology, history, and philosophy, as well as social justice and public policy concerns to their analysis and articulation of educational issues. Course work, coupled with field-based learning experiences, attempt to develop reflective practitioners who integrate theory with practice in their professional agenda.

Programs in Educational Leadership

Application Deadlines for Programs in Educational Leadership

The priority deadline for application to the M.Ed. or C.A.E.S. programs in Educational Leadership is February 1 for summer or fall admission with June 15 being the final application deadline for fall admission. Applicants must meet the priority deadline to be assured of consideration for scholarships. Applications to these programs may be considered after June 15 in special situations.

The deadline for the PSAP program, the Lynch School's part-time Ed.D. program for practicing administrators, is February 1. The Ph.D. program in Educational Administration is no longer accepting applications.

Master of Education (M.Ed.) in Educational Administration

Educators with limited or no experience as administrators and those preparing for various administrative positions in public or private elementary, middle, or secondary schools can participate in the master's program in educational leadership. Most students admitted to the master's program have teaching experience but little or no prior graduate study in educational leadership. To be licensed, one must have at least three years of teaching experience.

At the conclusion of their program of studies, students sit for a one-hour oral comprehensive examination. The comprehensive examination is based on their course work, related program experiences, and their practicum experience.

Certificate of Advanced Educational Specialization Degree Program (C.A.E.S.)

The C.A.E.S. course of study is designed for currently practicing educators who already have a master's degree and who do not plan to pursue a doctoral degree but seek a higher level of specialization or professional licensure in a particular field. For further information on the C.A.E.S. program in Educational Leadership, contact the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

Doctoral Program (Ed.D.) in Educational Leadership

The Lynch School offers a three-year accelerated doctoral program for practicing school administrators—the Professional School Administrators Program (PSAP). This program, in conjunction with completion of the requirements for the certification as district superintendent through the Massachusetts Association of School Superintendents and the Leadership Licensure Program (LLP), leads to the Ed.D. degree. The PSAP is open to principals, superintendents, assistant superintendents, and other central office administrators from elementary, middle, and secondary schools. Admission to this program is offered in alternate years and the next cohort will be admitted in 2013.

Applicants must be currently practicing in their administrative area. More information is available from the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

Programs in Higher Education

Application Deadlines for Programs in Higher Education

The deadline for application to both the M.A. program and Ph.D. program in Higher Education is January 1 for summer or fall admission. All admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application from the Lynch School website at www.bc.edu/lynchschooll or email lsadmissions@bc.edu.

Master of Arts (M.A.) in Higher Education

The Master's degree in Higher Education prepares students for entry-level and mid-level positions in student affairs as well as in other professional areas in colleges, universities, and policy organizations. The M.A. program consists of 30 credit hours of required and elective course work and field experiences. The program may be completed in one academic year and one summer by students interested in full-time study. Students may also elect to complete the program on a part-time basis. In addition to a core of foundational courses in higher education, the program offers students the opportunity to focus on one of the following concentrations:

- Student Affairs
- Higher Education Administration
- Catholic University Leadership

Faculty advisors work with students on an individual basis to design programs of study and applied field experiences according to the individual student's background, interests, and goals.

Doctoral Degree (Ph.D.) in Higher Education

The doctoral program prepares students for senior administrative and policy management posts at colleges and universities and for careers in teaching and research. The program offers students the opportunity to focus on one facet of higher education, including administration and policy analysis in higher education; student development and student affairs; international and comparative higher education; organizational culture and change; and the academic profession. In addition, students may choose other topics that are relevant to the administration of post-secondary education and to research.

A special feature is the Center for International Higher Education, linking the Lynch School's higher education program with Jesuit colleges and universities worldwide. This initiative, as well as other international efforts, provides a significant global focus to the higher education program.

The doctoral program requires 54 credit hours of course work, 48 of which must be beyond the 400 level. At least six hours of dissertation direction is needed. The Ph.D. program is organized into several tiers of study. These include a core of foundational studies in higher education; methodological courses; specialized elective courses in higher education and related fields, including research seminars; optional internship experience; and research. In the context of a rigorous selection of courses, students are encouraged to pursue their own specific interests in higher education.

Department of Counseling, Developmental, and Educational Psychology

During their first year, all matriculated students should work with the Director of Student Services in the Office of Graduate Admissions, Financial Aid, and Student Services and/or their academic advisors to complete a program of studies. Master's and doctoral students must file their program of studies with Office of Graduate Admissions, Financial Aid, and Student Services.

Programs in Counseling and Counseling Psychology

Programs in Counseling and Counseling Psychology have as a mission the preparation of mental health counselors and school counselors at the master's level and counseling psychologists at the Ph.D. level for competent professional practice in schools, universities, and a variety of non-school health care delivery settings.

The primary focus of the multi-level program is the facilitation of healthy functioning in clients and a respect for individual and cultural differences. Competencies are developed in psychological theories of personality and behavior, human development, counseling strategies, and career development. Developmental concepts are integrated with supervised practice through field placements and varied instructional approaches.

Application Deadlines for Programs in Counseling Psychology

The priority deadline for application to the M.A. program in Counseling Psychology is January 1 for fall admission.

The deadline for application to the Ph.D. program in Counseling Psychology is December 1 for fall admission. All candidates will be notified of their status no later than April 15.

All admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may file the application from the Lynch School website at www.bc.edu/lynchschooll or email lsadmissions@bc.edu.

The doctoral program in Counseling Psychology accepts applications from applicants with a master's degree prior to applying as well as from applicants who wish to pursue their doctoral education directly after their undergraduate education (Direct Admit).

Master of Arts (M.A.) in Counseling

The Master of Arts degree in Counseling is a two-year, full-time program designed for candidates who wish to work as counselors in mental health agencies or in school settings. The Mental Health Counselor sequence is a 60 semester-hour program, and the School Counselor sequence is a 42 semester-hour program. A 48 semester-hour mental health sequence is also available for students not seeking mental health licensure.

The first year of both sequences is devoted primarily to course work. School Counseling students, however, do spend one day a week at a school in the second semester of the first year to meet pre-practicum requirements. Persons selecting the Mental Health Counselor sequence are expected to take one required course during the Summer Session. They may also take additional elective courses during the Summer Session if they wish to reduce their course load during the second year in the program.

The second year of the program includes a full-year, half-time internship placement and the completion of remaining academic requirements for Mental Health Counselor students and a full-year, full-time practicum placement and the completion of remaining academic requirements for School Counselor students. For the Mental Health Counselor sequence, students spend a minimum of 600 clock hours in their field placement. For the School Counselor sequence, students complete a practicum (450 clock hours) followed by a clinical experience (600 clock hours) in a school setting.

Prerequisites for enrollment in the Master of Arts program in Counseling consist of evidence of undergraduate preparation in personality theory, research methods and basic statistics, and developmental psychology. Students who have not majored in psychology will be expected to choose appropriate electives in their master's program to fulfill these requirements. Candidates will select the Mental Health Counselor or School Counselor option prior to enrolling in the program.

The 60 semester-hour Mental Health Counselor sequence of study reflects the professional standards recommended by the American Counseling Association and the Massachusetts Board of Allied Mental Health and Human Services Professionals. This sequence is designed to meet the pre-master educational requirements for licensing as a Mental Health Counselor in the state of Massachusetts. Licensing is granted by the Massachusetts Board of Allied Mental Health and Human Service Professionals and the requirements are subject to change by the state.

The School Counselor sequence is designed to meet the professional standards recommended by the Interstate Certification Compact (ICC), Massachusetts Department of Education. This sequence is designed to meet the educational requirements for licensure as a school counselor in the state of Massachusetts. Licensure is granted by the state Department of Education and requirements are subject to change by the state. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure.

Within the Mental Health Counselor sequence, students may focus more intensively on children or adolescents by selecting electives that emphasize these populations. Similarly, in the School Counselor sequence, students may select the elementary/middle school track (grades pre-K-9) or the middle/high school track (grades 5-12). The track must be selected early in course work since the student must follow prescribed curriculum standards.

The list of specific courses required for each sequence is available in the Counseling, Developmental, and Educational Psychology Office and on the Lynch School website under Programs of Study.

Doctoral Program (Ph.D.) in Counseling Psychology (APA accredited)

The doctoral program in Counseling Psychology, through advanced course work and supervised internships, builds on prior graduate training and professional experience. Using a developmental framework and a scientist-practitioner model of training, the program helps students acquire the following competencies: ability to comprehend and critically analyze current literature in the field; understanding of major theoretical frameworks for counseling, personality, and career development; skills to combine research and scientific inquiry; knowledge and practice of a variety of assessment

techniques; respect for and knowledge of diverse client populations; ability to provide supervision, consultation, and outreach; commitment to the ethical and legal standards of the profession including sensitivity to individual, gender, and cultural differences; and, demonstrated competencies with a variety of individual and group counseling approaches in supervised internships.

The doctoral program in Counseling Psychology accepts applications from applicants with a master's degree prior to applying as well as from applicants who wish to pursue their doctoral education directly after their undergraduate education (Direct Admit). The Doctoral program (Ph.D.) in Counseling Psychology is accredited by the American Psychological Association (Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002; 202-336-5979) and is designed to qualify candidates for membership in that organization and Division 17 (Counseling Psychology). The program is designed to provide many of the professional pre-doctoral educational requirements for licensure as a Psychologist in the Commonwealth of Massachusetts and for inclusion in the National Register of Health Care Providers. Licensure requirements in Massachusetts include an additional year of post-doctoral supervised experience.

The entering doctoral student who has not completed all of the educational prerequisites for the M.A. in Counseling must complete them during the initial year of enrollment in the doctoral program. Decisions regarding this aspect of the student's course work will be based on a review of the student's background by the assigned advisor and the director of doctoral training.

Once admitted, doctoral students are required to complete courses in each of the following broad areas that fulfill the basic professional training standards: scientific and professional ethics and standards, research design and methodology, statistical methods, psychological measurement, history and systems of psychology, biological bases of behavior, cognitive-affective bases of behavior, social bases of behavior, individual differences, and professional specialization.

The Ph.D. in Counseling Psychology requires five years of full-time academic study, doctoral comprehensives, and advanced practica, including a year of full-time internship and successful defense of a dissertation. Other departmental requirements for the Ph.D. are discussed above.

Programs in Applied Developmental and Educational Psychology

The theoretical orientation of the programs in Applied Developmental and Educational Psychology is development and learning in sociocultural context. The programs are designed to develop expertise in integrating theory, research, and application to the development of children, adolescents, and adults.

Two degrees are offered: the master's degree in Developmental and Educational Psychology and the Ph.D. in Applied Developmental and Educational Psychology. See the Department of Teacher Education/Special Education and Curriculum and Instruction descriptions for the licensure in Early Childhood Teacher Education program.

The doctoral program in Applied Developmental and Educational Psychology accepts applications from applicants with a

baccalaureate or master's degree in psychology or a related field. Most applicants have some research experience as well as practice/education experience in the field.

Application Deadlines for Programs in Applied Developmental and Educational Psychology

The priority deadline for application to either the M.A. program in Developmental and Educational Psychology is January 1 for summer or fall admission, with June 15 being the final application deadline for fall admission. Applicants must meet the priority deadline to be assured of consideration for financial aid.

The deadline for application to the Ph.D. program in Applied Developmental and Educational Psychology is January 1 for summer or fall admission.

All admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application on the Lynch School website at www.bc.edu/lynchschool or email at lsadmissions@bc.edu.

Master's Programs (M.A.) in Applied Developmental and Educational Psychology

The M.A. degree focuses on the unique characteristics, crises, and developmental tasks of people at specific periods in their lives, including the social, affective, biological, and cognitive factors that affect development. The program is designed for those pursuing knowledge of theory and research in the area of life span development, and for those practitioners (counselors, nurses, personnel specialists, teachers, social workers) seeking a greater understanding of the populations they serve. The M.A. degree does not lead to licensure. Those possessing a degree in this option are employed in a number of developmentally-oriented settings, (e.g., residential care centers, prisons and correction centers, children's museums and parks, adult and industrial educational facilities, personnel departments, governmental offices, and hospitals). Graduates also serve as educational instructors and/or consultants in these settings.

The program is designed to give maximum flexibility to suit individual needs and involves the choice of one of the following six focus areas:

- Education Focus for those who plan to work with children or adolescents in an educational setting.
- Research Focus for those who want advanced preparation for doctoral study in developmental or educational psychology or to move directly into a research position.
- Prevention and Promotion Focus for those who wish to work at the individual or program level in human or social service programs, advocacy, or policy institutions.
- Community and Social Justice Focus for those who wish to work in social service or social change programs in and with local, national, and international community contexts. Students with particular interests in Human Rights and International Justice are encouraged to consider the Certificate offered by the Boston College Center for Human Rights and International Justice which can be completed concurrently with this focus.
- Early Childhood Specialist Focus for those who seek to develop a strong conceptual and empirical understanding of child development and family systems with relevance to application during the early childhood years.

- Individualized Focus for those who want to design a specialized program in an area not covered by the other four focus areas.

Students work closely with a faculty advisor and/or the Director of Student Services to design a program of study that should be completed in the first semester of matriculation. A listing of specific course requirements may be obtained from the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135.

Doctoral Program (Ph.D.) in Applied Developmental and Educational Psychology

The doctoral program in Applied Developmental and Educational Psychology educates both researchers and practitioners. Through research and practice, the faculty seeks to employ developmental theory and research to inform policy and improve practice in educational, community, and policy settings. The primary focus of the program is development and learning in sociocultural context, with attention to diversity in gender, race, class, ethnicity, and physical and mental challenges. Individual development is examined in relation to social factors and the interaction of biological, environmental, and social structural factors. Educational, human service and social justice applications are emphasized, and work with diverse populations in a range of settings is a major focus.

The faculty brings five areas of specialization to these central themes: a focus on individual differences in development, including social competencies, behavior problems, and core language, math, and critical thinking skills; a focus on interpersonal processes such as parenting and peer relations; assessment of proximal contexts such as families, schools, and communities; attention to cultural and social structural forces including racism, ethnic discrimination, poverty, and abuses of political power; and finally, translation of research into practice and social policy.

The range of careers available to Applied Developmental and Educational Psychology graduates with a Ph.D. includes university teaching, research, advocacy, consultation, and positions in business, governmental agencies, and human service organizations.

The program guidelines promote active engagement in research with faculty mentors for all students throughout their doctoral program. In addition to this mentored training, the curriculum requires that students take core courses in (1) social, affective, and cognitive development and the contexts of development; (2) qualitative and quantitative research methods and statistics; (3) professional development and teaching preparation; and, (4) application to practice and policy. In addition, students develop expertise in targeted areas of psychology through selected elective courses and through their research and practice experiences. Finally, students with a particular interest in human rights and social justice can obtain a Certificate through the BC-based Center for Human Rights and International Justice.

Department of Educational Research, Measurement, and Evaluation

Studies in Educational Research, Measurement, and Evaluation are designed to prepare researchers with specialized competence in testing, assessment, applied statistics, the evaluation of educational programs, and in research methodology for the social sciences and human services.

Application Deadlines for Programs in Educational Research, Measurement, and Evaluation

The priority deadline for application to the M.Ed. program in Educational Research, Measurement, and Evaluation is January 1 for summer or fall admission, with June 15 being the final application deadline for fall admission. Applicants must meet the priority deadline to be assured of consideration for financial aid.

The deadline for application to the Ph.D. program in Educational Research, Measurement, and Evaluation is January 1 for summer or fall admission.

Note: In some cases, applications are considered beyond the deadline. Call the Office of Graduate Admissions, Financial Aid, and Student Services at 617-552-4214 for more information.

All admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application on the Lynch School website at www.bc.edu/lynchschool or email at lsadmissions@bc.edu.

Master of Education (M.Ed.) in Educational Research, Measurement, and Evaluation

The Educational Research, Measurement, and Evaluation (ERME) program at the Lynch School combines the study of research design, statistical methods, and testing and assessment with a research focus on major contemporary education policy issues. The program is designed to prepare students for research and academic careers in education, social sciences and human services.

The master's program prepares graduate students with fundamental skills in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methods. A minimum of 30 semester-hours and satisfactory performance on a comprehensive examination are required for the M.Ed. degree.

Doctoral Program (Ph.D.) in Educational Research, Measurement, and Evaluation

This program prepares researchers with specialized competence in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methodology.

A student without a master's degree may apply directly to the doctoral program in Educational Research, Measurement, and Evaluation. However, note that this Direct Admit option is appropriate only when the applicant has demonstrated exceptional academic achievement and has acquired relevant research experience.

Emphasis is on the application of research design and statistical methods in making measurements and drawing inferences about educational and social science problems, with special attention given to methods of testing, assessment, data collection, policy issues, and statistical analysis of data. Students are expected to develop an understanding of modern techniques of test construction and evaluation, design of research and experiments, univariate and multivariate statistical analysis of data, and psychometric theory. Training and experience are provided in the use of specialized computer software for statistical analysis.

Since the important issues in these areas require more than technical solutions, the program also attends to non-technical social,

ethical, and legal issues. Care is taken to design programs of study and experience according to the individual student's needs, interests, and goals.

Students may choose an additional concentration in Developmental and Educational Psychology, Special Education, Computer Science and Management, Educational Administration, or other areas.

Graduates of the program are qualified for academic positions in university departments of education and social sciences. They also are qualified for research and testing specialist positions in universities, foundations, local education agencies, state and regional educational organizations, and in research and development centers.

Dual Degree Programs

The Lynch School offers six dual degree programs in collaboration with the Boston College Law School, the Carroll School of Management, and the Institute for Religious Education and Pastoral Ministry in the School of Theology and Ministry (STM).

Dual Degree Programs—Law and Education

The dual degree programs in law and education are designed for students interested in serving the combined legal and educational needs of students, families, and communities in our nation. They reflect the University's mission to promote social justice and to prepare men and women for service to others. The programs prepare students to meet the needs of individuals who have traditionally not been well served by the nation's schools. The programs are designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The programs offer an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a master's degree in Education (M.Ed. in Curriculum and Instruction or Educational Administration or M.A. in Higher Education) and the Juris Doctor (J.D.) degrees in approximately three and a half years, or three years and two summers, rather than the four or more years such degrees would normally entail if taken separately. Students must matriculate and spend at least one semester of residence in the Lynch School.

Students seeking to pursue the J.D./M.Ed. or J.D./M.A. dual degree must file separate applications to, and be admitted by, both their intended Education program in the Lynch School and the Boston College Law School. Any student seeking licensure or human services licensure must meet all of the requirements in the Lynch School for that licensure. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

The deadline for application to either the M.Ed. programs in Curriculum and Instruction or Educational Administration or M.A. program in Higher Education is January 1 for summer or fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The BC Law School accepts applications from mid-September through March 1 for the class entering in August. Contact them directly for further information at Office of Admissions, BC Law School, 885 Centre Street, Newton Centre, MA 02459, 617-552-8550.

Dual Degree Program—Management and Higher Education (M.B.A./M.A.)

This dual degree program will provide students in higher education with an opportunity for professional training in resource management. The M.B.A./M.A. program will prepare students to assume leadership positions in such areas as financial management, resource planning, and technology management in major universities and policy-making institutions in post-secondary education.

Students admitted to the program may expect to receive both a master's degree in education (M.A. in Higher Education Administration) and the Master of Business Administration (M.B.A.) degrees in three academic years and two summers.

Students seeking to pursue the M.B.A./M.A. dual degree must file separate applications to, and be admitted by, both the Higher Education program in the Lynch School and the Carroll School of Management.

The deadline for application to the M.A. program in Higher Education is January 1 for summer or fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The Carroll School of Management has an application deadline of March 1 for international students and any candidate who wishes to be considered for an assistantship or scholarship. Domestic applicants not applying for assistantship or scholarship may submit their applications by April 1. Extensions beyond this date are granted on an individual basis.

Dual Degree Program—Pastoral Ministry and Counseling (M.A./M.A.)

The dual M.A. in Pastoral Ministry/M.A. in Counseling Psychology program was developed by the School of Theology and Ministry and the Lynch School. It is designed for individuals who wish to pursue graduate studies that combine theories and practice in counseling and psychology with studies in religion and exploration of the pastoral dimensions of caregiving.

It combines the core studies and faculty resources of the existing M.A. in Pastoral Ministry (Pastoral Care and Counseling Concentration), and the M.A. in Counseling Psychology (Mental Health Counselor). It prepares students to seek licensing as professional mental health counselors while also providing them with theoretical foundations for integrating pastoral ministry and counseling techniques. Students seeking to pursue the dual M.A./M.A. program must file separate applications to, and be admitted by, both the Lynch School master's program in Counseling and the School of Theology and Ministry. Any student seeking mental health licensure or school counseling licensure must meet all of the requirements in the Lynch School for that licensure. Students seeking licensure in Massachusetts as school counselors must pass the Massachusetts Tests for Educator Licensure (MTEL).

The deadline for application to the M.A. program in Counseling is January 1 for fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The School of Theology and Ministry encourages applying for the M.A. program no later than March 1. Contact them directly for further information

at Admissions, the School of Theology and Ministry, 140 Commonwealth Avenue, Chestnut Hill, MA 02467-3921, 617-552-6501.

Dual Degree Program—Pastoral Ministry and Educational Leadership (M.A./M.Ed.)

The dual degree (M.Ed./M.A.) program in Pastoral Ministry and Educational Leadership allows students to combine the foundations of educational leadership with a faith-based perspective. Dual degree candidates file separate applications to, and are admitted by, both the Lynch School master's program in Educational Leadership and the School of Theology and Ministry.

The deadline for application to the M.Ed. program in Educational Leadership is January 1 for fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The School of Theology and Ministry encourages applying for the M.A. program no later than March 1. Contact it directly for further information at Admissions, the School of Theology and Ministry, 140 Commonwealth Avenue, Chestnut Hill, MA 02467-3921, 617-552-6501.

Interdisciplinary Certificate in Human Rights and International Justice

The Center for Human Rights and International Justice offers an Interdisciplinary Certificate in Human Rights and International Justice to graduate students enrolled in affiliated academic departments in all of the university's graduate schools. The Certificate requires the student to: (1) follow a curriculum within his or her graduate studies that emphasizes human rights and international justice issues; (2) widen his or her interdisciplinary understanding of these issues by completing one or more courses designated by the Center in other academic departments; (3) complete the Center's Interdisciplinary Seminar in Human Rights; and, (4) write a research paper under the Center's auspices or complete a practicum supervised by the Center. For more information, visit www.bc.edu/centers/humanrights/academics.html.

Lynch School, Graduate Programs

Department of Teacher Education/Special Education and Curriculum and Instruction

Early Childhood Education: M.Ed.

Elementary Education: M.Ed.

Secondary Education: M.Ed., M.A.T., M.S.T.

Reading /Literacy Teaching: M.Ed.

Curriculum and Instruction: M.Ed., Ph.D.

Professional Licensure (M.A.T./M.S.T.) in English, history, earth science biology, mathematics, elementary education, and reading.

Special Education (Moderate Special Needs, Grades Pre-K-8 and Grades 5-12): M.Ed.

Special Education (Students with Severe Special Needs, Grades Pre-K-12): M.Ed.

Department of Educational Leadership and Higher Education

Educational Leadership: M.Ed., Ed.D.

Higher Education: M.A., Ph.D.

Department of Counseling, Developmental, and Educational Psychology

Counseling Psychology: M.A., Ph.D.

Applied Developmental and Educational Psychology: M.A., Ph.D.

Department of Educational Research, Measurement, and Evaluation

Educational Research, Measurement, and Evaluation: M.Ed., Ph.D.

Dual Degrees: Education/Law, Education/Management, Education/Pastoral Ministry, and Counseling/Pastoral Ministry

Curriculum and Instruction/Law: M.Ed./J.D.

Educational Leadership/Law: M.Ed./J.D.

Educational Leadership/Pastoral Ministry: M.Ed./M.A.

Higher Education/Law: M.A./J.D.

Higher Education/Business Administration: M.A./M.B.A.

Counseling/Pastoral Ministry: M.A./M.A.

Faculty

Albert Beaton, *Professor Emeritus*; B.S., State Teacher's College at Boston; M.Ed., Ed.D., Harvard University

M. Beth Casey, *Professor Emerita*; A.B., University of Michigan; A.M., Ph.D., Brown University

John S. Dacey, *Professor Emeritus*; A.B., Harpur College; M.Ed., Ph.D., Cornell University

George T. Ladd, *Professor Emeritus*; B.S., State University College at Oswego; M.A.T., D.Ed., Indiana University

George F. Madaus, *Professor Emeritus*; B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College

Vincent C. Nuccio, *Professor Emeritus*; A.B., Boston College; M.E., Ed.D., Cornell University

Bernard A. O'Brien, *Professor Emeritus*; A.B., Boston College; A.M., Ph.D., Catholic University of America

John Savage, *Professor Emeritus*; A.B., Iona College; Ed.D., Boston University

Charles F. Smith, Jr., *Professor Emeritus*; B.S., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University

John Travers, *Professor Emeritus*; B.S., M.Ed., Ed.D., Boston College

Mary Griffin, *Associate Professor Emerita*; B.A., Mundelein College; M.A., Ph.D., University of Chicago

Irving Hurwitz, *Associate Professor Emeritus*; A.B., Ph.D., Clark University

Jean Mooney, *Associate Professor Emerita*; A.B., Smith College; A.M., Stanford University; Ph.D., Boston College

Philip Altbach, *J. Donald Monan, S.J., University Professor*; A.B., A.M., Ph.D., University of Chicago

Irwin Blumer, *Research Professor*; B.S., M.A., Northeastern University; Ed.D., Boston College

David Blustein, *Professor*; B.A., SUNY Stony Brook; M.S., CUNY Queens College; Ph.D., Teachers College, Columbia University

Henry Braun, *The Boisi Professorship of Education and Public Policy*; B.A., McGill University; M.S., Ph.D., Stanford University

María Estela Brisk, *Professor and Chairperson*; B.A., Universidad de Cordoba, Argentina; M.S., Georgetown University; Ph.D., University of New Mexico

Marilyn Cochran-Smith, *John E. Cawthorne Professor*; B.A., College of Wooster; M.Ed., Cleveland State University; Ph.D., University of Pennsylvania

Rebekah Levine Coley, *Professor*; B.A., Brandeis University; Ph.D., University of Michigan

Curt Dudley-Marling, *Professor*; B.A., M.Ed., University of Cincinnati; Ph.D., University of Wisconsin at Madison

Anderson J. Franklin, *Honorable David S. Nelson Professional Chair*; B.A., Virginia Union University; M.S., Howard University; Ph.D., University of Oregon

Lisa Goodman, *Professor*; B.A., Wesleyan; M.A., Ph.D., Boston University

Andrew Hargreaves, *Thomas More Brennan Professor*; B.A., University of Sheffield; Ph.D., University of Leeds

Penny Hauser-Cram, *Professor*; B.S., Denison University; M.A., Tufts University; Ed.D., Harvard University

Janet Helms, *Augustus Long Professor*; B.A., Ed.M., University of Missouri; Ph.D., Iowa State University

Maureen E. Kenny, *Professor and Interim Dean*; B.A., Brown University; M.Ed., Teachers College, Columbia University; Ph.D., University of Pennsylvania

Jacqueline Lerner, *Professor*; B.A., St. John's University; M.S., Eastern Michigan University; Ph.D., Pennsylvania State University

Larry Ludlow, *Professor and Chairperson*; B.A., M.A., California State University; Ph.D., University of Chicago

M. Brinton Lykes, *Professor and Chairperson*; B.A., Hollins University; M.Div., Harvard University; Ph.D., Boston College

James R. Mahalik, *Professor*; B.S., M.A., Ph.D., University of Maryland

Michael Martin, *Research Professor*; B.A., University College Cork; M.Sc., Trinity College Dublin; Ph.D., University College Dublin

Ina Mullis, *Professor*; B.A., Ph.D., University of Colorado

Joseph M. O'Keefe, S.J., *Professor*; B.A., College of the Holy Cross; M.A. Fordham University; M.Div., STL, Weston School of Theology; M.Ed., Ed.D., Harvard University

Diana C. Pullin, *Professor*; B.A., Grinnell College; M.A., J.D., Ph.D., University of Iowa

Dennis Shirley, *Professor*; B.A., University of Virginia; M.A., New School for Social Research; Ed.D., Harvard University

Robert Starratt, *Professor*; B.A., M.A., Boston College; M.Ed., Harvard University; Ed.D., University of Illinois

Mary E. Walsh, *Daniel E. Kearns Professor*; B.A., Catholic University; M.A., Ph.D., Clark University

Lillie Albert, *Associate Professor*; B.A., Dillard University; M.A., Xavier University; Ph.D., University of Illinois at Urbana-Champaign

Karen Arnold, *Associate Professor and Interim Chairperson*; B.A., B.Mus., Oberlin College; M.A., Ph.D., University of Illinois

G. Michael Barnett, *Associate Professor*; B.S., University of Kentucky; M.S., Ph.D., Indiana University

Susan Bruce, *Associate Professor*; A.A., B.A., M.A., Ph.D., Michigan State University

Eric Dearing, *Associate Professor*; B.A., University of Colorado; M.A., Ph.D., University of New Hampshire

Audrey Friedman, *Associate Professor and Assistant Dean, Undergraduate*; B.S., University of Massachusetts, Amherst; M.S., University of Pennsylvania; M.A., University of Massachusetts, Boston; Ph.D., Boston College

Richard M. Jackson, *Associate Professor*; A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University

Lauri Johnson, *Associate Professor*; B.S., M.S., University of Oregon; S.D.A., Teachers College, Columbia University; Ph.D., University of Washington

Belle Liang, *Associate Professor*; B.S., Indiana University; Ph.D., Michigan State University

Ana M. Martínez Alemán, *Associate Professor and Chairperson*; B.A., M.A., State University of New York, Binghamton; Ph.D., University of Massachusetts, Amherst

Patrick McQuillan, *Associate Professor*; A.B., A.M., Wesleyan University; Ph.D., Brown University

Laura M. O'Dwyer, *Associate Professor*; B.S., M.S., National University of Ireland, Galway; Ph.D., Boston College

Mariela Paez, *Associate Professor*; B.S., Cornell University; M.A., Tufts University; M.Ed., Ed.D., Harvard University

Alec F. Peck, *Associate Professor and Associate Dean*; B.A., University of San Francisco; M.S., Ph.D., Pennsylvania State University

Joseph J. Pedulla, *Associate Professor*; B.S., Tufts University; M.S., Ph.D., Northeastern University; Ph.D., Boston College

Michael Russell, *Associate Professor*; B.A., Brown University; M.Ed., Ph.D., Boston College

David Scanlon, *Associate Professor*; B.A., M.O.E., University of New Hampshire; Ph.D., University of Arizona

Elizabeth Sparks, *Associate Professor and Associate Dean of Graduate Studies*; B.A., Wellesley College; M.Ed. Teachers College, Columbia University; Ph.D. Boston College

Lisa Patel Stevens, *Associate Professor*; B.J., University of Nebraska-Lincoln; M.Ed., University of San Diego; Ph.D., University of Nevada, Las Vegas

Marina Vasilyeva, *Associate Professor*; B.A., University of Krasnoyarsk, Russia; Ph.D., University of Chicago

Ted I.K. Youn, *Associate Professor*; B.A., Denison University; M.A., M.Phil., Ph.D., Yale University

Vincent Cho, *Assistant Professor*; B.A., Boston College; M.Ed., University of Houston; Ph.D., University of Texas at Austin

Elida V. Laski, *Assistant Professor*; B.A., Ed.M., Boston University; M.S., Ph.D., Carnegie Mellon University

Zhushan Li, *Assistant Professor*; B.A., Shanghai International Studies University; M.S., Southern Illinois University at Carbondale; M.S., Ph.D., University of Illinois at Urbana-Champaign

Rebecca J. Lowenhaupt, *Assistant Professor*; A.B., Harvard University; Ed.M., Harvard University; Ph.D., University of Wisconsin-Madison

Julie Pacquette MacEvoy, *Assistant Professor*; B.A., Reed College; M.A., Ph.D., Duke University

Katherine McNeill, *Assistant Professor*; B.A., Brown University; M.S., Ph.D. University of Michigan

Rebecca Mitchell, *Assistant Professor*; B.S., M.S., Florida State University; Ed.D., Harvard University

Paul Poteat, *Assistant Professor*; B.S., Florida State University; M.A., Ph.D., University of Illinois at Urbana-Champaign

C. Patrick Proctor, *Assistant Professor*; B.A., Clark University; M.A., Stanford University; Ed.D., Harvard University

Heather Rowan-Kenyon, *Assistant Professor*; B.S., University of Scranton; M.A., Bowling Green State University; Ph.D., University of Maryland-College Park

Lauren P. Saenz, *Assistant Professor*; A.B., Princeton University; Ph.D., University of Colorado

Pratyusha Tummala-Narra, *Assistant Professor*; B.A. University of Michigan-Ann Arbor; M.A., Ph.D., Michigan State University

Patricia Weitzel-O'Neill, *Executive Director, Barbara and Patrick Roche Center for Catholic Education and Senior Lecturer*; B.A., Wheeling Jesuit University; M.A., Ph.D., St. Louis University

Nettie Greenstein, *Lecturer*; B.A., Wesleyan University; Psy.D., Massachusetts School of Professional Psychology

Margaret (Penny) Haney, *Lecturer*; B.A., Loyola Marymount University; M.A., Ph.D., Loyola University

Undergraduate and Graduate Course Offerings

ED 300 Secondary and Middle School Science Methods (Fall: 3)

Provides an active, instructional environment for science learning that enables each student to construct knowledge (skill, affective, and cognitive) that, in turn, allows them to be prepared to construct instructional environments meeting the needs of tomorrow's secondary and middle school students. Activities reflect on current research: reform movements of AAAS, NRC, NSTA, inclusive practices, interactions with experienced teachers, firsthand experience with instructional technology, and review and development of curriculum and related instructional materials.

G. Michael Barnett

ED 301 Secondary and Middle School History Methods (Fall: 3)

Demonstrates methods for organizing instruction, using original sources, developing critical thinking, facilitating inquiry learning, integrating social studies, and evaluation. Students will design lessons and units, drawing on material from the Massachusetts state history standards and other sources.

Patrick McQuillan

ED 302 Secondary and Middle School English Methods (Fall: 3)

Develops knowledge, skills, dispositions essential for competent understanding, development, and delivery of effective English Language Arts instruction in a diverse classroom. Addresses theory, pedagogy, assessment, evaluation, content, and curriculum, as well as sensitivity to and respect for adolescents who come from variety of cultures and present variety of abilities, interests, needs. Also provides knowledge of local, state, and national standards and facility to help students reach those standards through competent instruction. Encourages risk-taking, experimentation, flexibility. Good teaching demands open-mindedness, articulate communications skills (critical reading and thinking skills, willingness to revise, dedication to high standards, and commitment to social justice.

Audrey Friedman

ED 303 Secondary and Middle School Foreign Language Methods (Fall: 3)

Cross listed with RL 597, SL 430

Fulfills Massachusetts licensure requirement methods in foreign language education

For anyone considering the possibility of teaching a foreign language. Introduces students to techniques of second language

teaching at any level. Students learn how to evaluate language proficiency, organize a communication course, review language-teaching materials, and incorporate audiovisual and electronic media in the classroom.

The Department

ED 304 Secondary and Middle School Mathematics Methods (Fall: 3)

Provides prospective teachers with a repertoire of pedagogical methods, approaches, and strategies for teaching mathematics to middle school and high school students. Considers the teaching of mathematics and the use of technology from both the theoretical and practical perspectives. Includes topics regarding performance-based assessment and culturally relevant practices for teaching mathematics in academically diverse classrooms.

Lillie Albert

ED 307 Teachers and Educational Reform (Spring: 3)
Graduate students by permission only

This seminar course will provide an introduction to the literature on assessment, including considerations related to the design, interpretation and validation of educational tests. The focus will be on the high-stakes uses of these tests, for such purposes as promotion, tracking, high school graduation and college admissions. There will be a particular emphasis on issues related to the use of student performance on these tests for purposes of teacher and school accountability. There will be three interim assignments and a final project.

Henry Braun

ED 308 Bilingualism in Schools and Communities (Fall: 3)

Successful completion of the courses ED 308 and ED 346 entitles students to receive a certificate indicating that they have completed the Categories 1, 2, and 4 to be considered qualified to teach ELLs as noted in the Massachusetts Commissioner of Education's Memorandum of June 15, 2004.

The goal of this course is to prepare students to participate in increasingly multilingual and multicultural environments in order to better serve bilingual students, families, and communities. Building on theory, research, and practice from the fields of bilingualism, second language acquisition, and education, students will learn about the process of language and literacy development in children and adolescents who are exposed to more than one language, and the social and cultural contexts in which this development occurs. Through the use of case studies and school profiles, students will deepen their understanding of issues in bilingualism and bilingual education.

Mariela Paez

PY 310 Contemporary Issues in Applied Psychology and Human Development (Fall: 3)

This course for advanced Applied Psychology and Human Development majors will focus on Positive Youth Development. It will involve a discussion and analysis of the role of developmental research and, in particular longitudinal research in framing applications (programs and policies) for promoting positive development among youth living in diverse communities. The course will present the work of researchers who have conducted applied developmental studies of adolescents and their ecological settings in order to advance

understanding of how individuals and context are involved across the adolescent years in providing a basis for both healthy and problematic development.

Jacqueline Lerner

ED 323 Reading and Special Needs Instruction for Secondary and Middle School Students (Spring: 3)

Develops knowledge of the reading process and how to "teach reading the content areas." Students will develop curriculum and instruction that integrates reading instruction in the content areas, addressing diverse learners. Involves understanding relationship among assessment, evaluation, and curriculum; learning what and how to teach based on student assessments; developing and providing scaffolded instruction that addresses reading comprehension and critical thinking; and integrating reading, writing, speaking, listening, and thinking into content curriculum. Also addresses how to help students comprehend non-printed text.

Audrey Friedman

ED 346 Teaching Bilingual Students (Fall/Spring/Summer: 3)

Deals with the practical aspects of the instruction of teaching English Language Learners in Sheltered English Immersion, and mainstream classrooms. Reviews and applies literacy and content area instructional approaches. Includes such other topics as history and legislation related to English Language Learners and bilingual education, and the influences of language and culture on students, instruction, curriculum, and assessment. There are two sections of this course: one for elementary and early childhood education majors and one for secondary education majors.

Anne Homza

C. Patrick Proctor

ED 347 Honors Thesis II (Fall: 3)

Open only to students who are candidates for Latin honors

Students who have the approval of the dean to write an honors thesis will use this course as the credit vehicle for writing the thesis.

The Department

PY 348 Culture, Community, and Change (Fall/Spring: 3)

This course seeks to help students understand how culture and community influence the lives of children, families and institutions through society's systemic policies and practices. The focus is upon human development within a multicultural society in a global world. It particularly guides understanding of inequities created by society for populations in a minority, powerless, poor and underserved status as well as, in contrast, the role privilege plays in setting societal standards and the role of human service professionals. A major orientation of the class is learning how multi-systemic factors, impact the individual, family, and community across the life span.

Alice McIntyre

ED 349 Sociology of Education (Fall: 3)

Cross listed with SC 568

This course presents a variety of sociological perspectives of schooling by reviewing contemporary debates in the sociology of education. Schooling reproduces cultural values and transmits cultural norms over generations. Such actions may be examined by analyzing the occupational culture of teaching, the social organization of schools, the linguistic codes, and the reproductive process of social class.

Ted I.K. YOUN

ED 363 Survey of Children's Literature (Fall/Spring: 3)

This course explores the influences of children's literature, the appeal of children's literature, and the impact of children's literature. Students will be expected to develop and apply criteria to evaluate the value of using children's literature in different contexts. Critical questions will be explored in relation to children's literature.

The Department

ED 367 Restructuring the Classroom with Technology (Fall: 3)

Prerequisite: ED 128, ED 628, or equivalent knowledge of instructional software

Offered periodically

This course centers on the use of advanced technologies to explore different ways to design instructional materials. The focus of the course will be the development of broad-based and intensive projects that require familiarity with various system and software applications to the degree where unique end products will be generated. Students will design curriculum materials that fully integrate appropriate software and technology tools. Students will develop a curriculum website, use hypermedia authoring systems, graphic packages, and instructionally relevant software programs to create classroom-specific projects.

The Department

ED 373 Classroom Management (Spring: 3)

Focuses on observation and description of learning behaviors, with emphasis on examining the relationship of teacher behavior and student motivation. Prepares teachers in analyzing behavior in the context of a regular classroom setting that serves moderate special needs students and to select, organize, plan, and promote developmentally appropriate behavior management strategies that support positive learning. Also considers theoretical models of discipline and classroom management strategies, and requires students to propose and develop a rationale for selection of specific techniques for specific classroom behaviors.

The Department

ED 374 Management of the Behavior of Students with Special Needs (Fall/Summer: 3)

Focuses discussion, reading and research on the diagnosis and functional analysis of social behaviors, places substantial emphasis on the practical application of applied behavior analysis techniques. Also discusses alternative management strategies for use in classrooms.

Alec F. Peck

ED 384 Teaching Strategies for Students with Low Incidence Multiple Disabilities (Spring: 3)

Prerequisite: Pre-practicum required (25 hours)

This course is designed to assist the special educator in acquiring and developing both the background knowledge and practical skills involved in teaching individuals who have severe or multiple disabilities. The areas of systematic instruction, communication, gross motor, fine motor, community and school functioning, collaboration, functional and age-appropriate programming are emphasized. The role of the educator as developer of curriculum, instructor, and in the transdisciplinary team are included. The students should be prepared to participate in a one-day-per-week field placement.

Susan Bruce

ED 386 Introduction to Sign Language and Deafness (Spring: 3)

A course in the techniques of manual communication with an exploration of the use of body language and natural postures,

fingerspelling, and American Sign Language. Theoretical foundations of total communication will be investigated. Issues related to deafness are also presented.

Edward Mulligan

ED 389 Assessment of Students with Low Incidence and Multiple Disabilities (Fall: 3)

Prerequisite: Pre-practicum required (25 hours)

This course addresses formal and informal assessment of students with intensive needs. Students will become familiar with assessments driven by both the developmental and functional paradigms. All assessment activities will be founded on the principle that appropriate assessment goes beyond the student to include consideration of the student's multiple contexts. This course also addresses the IEP, the legal mandates behind the process, and the collaborative role of the teacher, as part of the educational team, during the assessment and report writing processes.

Susan Bruce

ED 398 Working with Families and Human Service Agencies (Fall: 3)

Prerequisite: Pre-practicum required (25 hours)

Explores the dynamics of families of children with special needs and the service environment that lies outside the school. After exploring the impact a child with special needs may have on a family, including the stages of acceptance and the roles that parents may take, focuses on some of the services available in the community to assist the family. A major activity associated with this course is locating these services in a local community.

Alec F. Peck

Graduate Course Offerings**ED 316 Teaching Process and Content in Early Education (Spring: 3)**

This course focuses on the development and implementation of curriculum in early education. The Massachusetts Guidelines for Preschool Learning Experiences and the national standards for developmentally appropriate practices will be utilized throughout the semester. This course will highlight each of the curriculum domains, language/literacy, mathematics, science and technology, social studies, health, and the arts, while demonstrating how to build an integrated curriculum in an early childhood classroom. The importance and value of play in the early years will be emphasized and strategies will be shared to help teacher candidates document student learning.

Mariela Paez

ED 401 Supervision in Action (Spring: 3)

This course is designed as an introduction to research-based clinical supervision models in teacher education. Hands-on application-in action includes observational strategies, collaborative assessment logs, and summative reports as resources for ongoing data collection. Course participants acquire and then apply the Massachusetts Department of Education Pre-service Performance Assessment rubric for coaching and evaluating student teachers, integrating the BC Teacher Education themes that emphasize teaching for equity and social justice. This course is restricted to cooperating teachers in BC Partnership Schools who are supervising a BC student teacher in a full-time practica and to new BC Clinical Faculty.

Amy Ryan

PY 418 Applied Child Development (Fall/Spring/Summer: 3)

This course will help teachers understand principles of learning and cognitive, linguistic, social, and affective development as they apply to classroom practices. Students will focus on the acquisition of strategies that enable them to assess and understand how they and the children they work with are constructors of meaning. This course is designed for individuals beginning their professional development in education who plan to work with children.

Penny Hauser-Cram

ED 420 Initial License Practicum (Fall/Spring: 6)

Corequisite: ED 432

A semester-long practicum, five full days per week, for graduate students in the following licensure programs: Early Childhood, Elementary, Secondary, and Intense Special Needs. Placements are made in selected area, international, out-of-state, or non-school sites. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

Fran Loftus

Melita Malley

ED 421 Theories of Instruction (Spring: 3)

This provides an in-depth review of modern instructional models classified into selected families with regard to perception of knowledge, the learner, curriculum, instruction, and evaluation. Each student will be asked to survey models in his/her own field(s) and to select, describe, and defend a personal theory in light of today's educational settings based upon personal experiences, reflection on current research, and contemporary issues central to the education of all learners.

Lillie Albert

ED 429 Graduate Pre-Practicum (Fall/Spring: 1)

Corequisite: ED 431

Graded as pass/fail

This is a pre-practicum experience for students in graduate programs leading to certification. Placements are made in selected school and teaching-related sites. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement by April 15 for fall placements and December 1 for spring placements. Students who are accepted into a program after the deadlines are requested to submit the application upon receipt.

Fran Loftus

Melita Malley

ED 431 Graduate Inquiry Seminar: One (Fall: 1)

Corequisite: ED 429

The course will coincide with the pre-practicum experience. It is designed to introduce teacher candidates to inquiry as stance and the skills necessary to conduct classroom-based research that leads to pupil achievement and teaching for social justice. The course is designed to help teacher candidates mediate the relationships of theory and practice, pose questions for inquiry, learn through reflection and discussion, learn from their students and colleagues, construct critical perspectives about teaching, learning, and schooling, and to improve teaching and learning. The second part of this sequence is 432 which is taken in conjunction with full-time student teaching (ED 420).

The Department

ED 432 Graduate Inquiry Seminar: Two (Fall/Spring: 2)

Corequisite: ED 420

Donovan Urban Scholars must enroll in ED 432.08.

The primary goal of this capstone seminar is to initiate teacher candidates into the practice of teacher research or collaborative inquiry for action. Collaborative Inquiry for Action is an ongoing, collaborative process of systematic and self-critical inquiry by educators about their own schools and classrooms in order to increase teachers' knowledge, improve students' learning, and contribute to social justice. This final project will be presented at a roundtable presentation at the end of the semester and also satisfies the M.Ed., M.A.T., M.S.T. Comprehensive Examination in Education.

The Department

ED 433 Counseling Techniques in Higher Education (Fall/Summer: 3)

Not appropriate for Mental Health or School Counseling students

Provides an introduction to theoretically-based counseling skills for professionals in higher education and other education and community settings. The areas of communications skills involving the use of role-playing, observation, and practice components are emphasized. Postsecondary case studies cover a range of counseling issues and are applicable to a wide range of settings involving late adolescents and adults.

The Department

ED 435 Social Contexts of Education (Fall/Spring/Summer: 3)

Examines the role of situational, school, community, peer, and family factors on the education of children. Participants in the course will strive to understand the effects of their own social context on their education, to develop strategies to help students understand their context, and to understand and contribute to what schools can do to improve teaching and learning and school culture for all students regardless of internal and external variables.

The Department

ED 436 Curriculum Theories and Practice (Fall/Spring: 3)

Asks teachers to analyze the philosophical underpinnings of educational practices. Also asks teachers to examine their own philosophies of education and to construct meaning and practice from the interplay between their beliefs and alternative theories. Designed for individuals advanced in their professional development.

The Department

ED 438 Instruction of Students with Special Needs and Diverse Learners (Fall/Spring/Summer: 3)

This course focuses on the education of students with disabilities and other learners from culturally and linguistically diverse backgrounds. The goal of the course is to promote access to the general curriculum for all students through participation in standards-based reform. Universal Design for Learning (UDL) provides the theoretical framework for this course. Through an examination of historical milestones, landmark legislation, systems for classification, approaches to intervention and the daily life experiences of diverse learners, students acquire knowledge about diversity and the resources, services and supports available for creating a more just society through education.

Richard M. Jackson

PY 440 Principles and Techniques of Counseling (Fall/Summer: 3)
Summer course is intended for non-counseling majors only.

Provides an introduction to counseling principles and techniques with an emphasis on interviewing skills. The areas of communication skills involving the use of role playing, observation, and practice components are emphasized. Training consists of peer role-plays and laboratory experiences with individual and group supervision.

The Department

PY 441 Counseling Men (Summer: 3)

Examines issues related to counseling men by examining the influence of socially constructed roles on men, their families, and broader society. Specifically examines how men's roles impact on their personal development through the life span as well as on men's health, roles as partners and fathers, and how men approach mental health services. Covers issues specific to counseling men from access to services to creating therapeutic environments for men. Uses case analysis of transcripts and videotapes.

James Mahalik

PY 444 Theories of Counseling and Personality I (Fall: 3)

First part of a year-long sequence examining personality and counseling theories. To introduce students to major theories of personality in the field of psychology and how theories are applied in constructing counseling and psychotherapy models. Students will focus on humanistic, behavioral, and cognitive personality theories and how they become operationalized in person-centered, behavioral, and cognitive counseling models, respectively. In addition to examining the theoretical foundations, client and counselor dimensions, techniques, and the active ingredients of change for these major models of personality and counseling, students examine how socio-cultural context contributes to client presenting concerns and may be addressed in counseling.

James Mahalik

PY 445 Child Psychopathology (Fall: 3)

Preference in enrollment will be given to students in the School Counseling program.

Introduces the theory and research that provide the context for understanding the socio-emotional problems of children. Places particular emphasis on the role of risk and protective factors as they contribute to children's resilience and vulnerability to childhood problems. Considers implications for clinical practice and work in school settings.

Julie MacEvoy

PY 446 Theories of Counseling and Personality II (Spring: 3)

Prerequisite: PY 444

Second part of a year-long sequence examining personality and counseling theories. Continues introduction to major theories of personality in the field of psychology and how those theories are applied in constructing counseling and psychotherapy models. Focuses on psychoanalytic personality and counseling models as well as critical theory as manifested in the psychology of gender and counseling models that integrate gender into working with clients. Specifically, for each model, students will examine the theoretical foundations developed in its theory of personality, relevant client and counselor dimensions, counseling techniques, and the active ingredients of change that each model uses in bringing about change.

The Department

ED 447 Literacy and Assessment in the Secondary School (Fall/Summer: 3)

This course is an advanced study of literacy processes and strategies for use with students, including multiple subjects and content areas, and those literacies used outside of school contexts. Participants will investigate and regard literacy as social practice, situated in particular contexts and accessible to particular participations.

The Department

PY 447 Applied Adolescent Development (Fall/Spring/Summer: 3)

This course is designed to provide students with an overview of the theoretical and empirical knowledge base concerning adolescent development. In particular, four broad areas will be considered: (1) psychological, biological, and cognitive transitions; (2) central developmental tasks of adolescence; (3) primary contextual influences; and (4) prevalent types of problematic functioning that emerge during adolescence. The overarching goals of the course are to provide a solid and broad understanding of how and why adolescents develop in the manner they do, and to extend this developmental understanding into research, application, and practice.

Belle Liang

Julia Whitcavitch

PY 448 Career Development (Fall/Spring: 3)

Provides students with a comprehensive introduction to the theoretical and practice aspects of career development and the psychology of working. Students learn existing theories and related research pertaining to the vocational behavior of individuals across the life span. Through readings, case discussions, and lectures, students learn how to construct effective, ethical, and humane means of helping people to develop their work lives to their fullest potential.

David Blustein

ED 451 Human Resources Administration (Spring: 3)

Offered biennially

Addresses fundamental school personnel functions such as hiring, retention, socialization, rewards and sanctions, and performance appraisal. These functions, however, are situated in a broader approach to the human and professional development of school personnel in a learning organization. Situates human resource development within the larger agenda of increased quality of student learning and teacher development.

The Department

ED/PY 460 Interpretation and Evaluation of Research (Fall/Spring/Summer: 3)

Mental Health counseling students must take PY 460.12.

This course will improve a students' understanding of the quantitative research literature in education and psychology. It concentrates on developing the conceptual foundations of quantitative research and the practical analytic skills needed by a competent reader and user of research reports. Topics address purpose statements, hypotheses, sampling techniques, sample sizes and power, instrument development, internal and external validity, and typical quantitative research designs. Exercises emphasize the critical evaluation of published research. Each student will develop a research proposal.

Larry Ludlow

ED/PY 461 Human Rights Interdisciplinary Seminar (Spring: 3)

Prerequisite: Admission by instructor permission only

Cross listed with TH 461

Satisfies ABA Writing Requirement for Law Students

Students wishing to apply for the seminar should submit a brief statement explaining their interest (no longer than 250 words) to professor David Hollenbach (hollenb@bc.edu). The application deadline is Friday, November 4, 2011.

The seminar will be taught and organized by Professor Hollenbach, with participation by the Directors, Fellows, and Affiliated Faculty of the Center for Human Rights and International Justice (see www.bc.edu/humanrights). It will develop an interdisciplinary understanding of and responses to the compelling human rights challenges of our times. In the spring of 2012, the seminar's focus will be on the ethical, political, legal, and psychosocial issues confronting those whose human rights are affected by refugee movement and migration, especially in the context of war, humanitarian crisis, and grave forms of gender, racial, and ethnic injustice.

David Hollenbach, S.J.

ED/PY 462 Assessment and Test Construction (Fall: 3)

This course addresses the major issues of educational assessment, with emphasis on the characteristics, administration, scoring, and interpretation of both formal and informal assessments, including but not limited to tests of achievement. All forms of assessment are examined including observation, portfolios, performance tasks, and paper-and-pencil tests, including standardized tests. Basic techniques of test construction, item writing, and analysis are included. Standardized norm-referenced tests and statewide testing programs are also examined.

Joseph J. Pedulla

PY 465 Psychological Testing (Fall/Spring: 3)

Introduces psychometric theory, selection, and use of standardized aptitude, ability, achievement, interest, and personality tests in the counseling process from a social justice perspective. Includes measurement concepts essential to test interpretation, and experience in evaluating strengths, weaknesses, and biases of various testing instruments. Students will gain laboratory experience in administration, scoring, and interpretation of psychological tests.

Janet Helms

Julie MacEvoy

ED/PY 468 Introductory Statistics (Fall: 3)

An introduction to descriptive and inferential statistics. In particular, students will learn descriptive statistics, graphical and numerical representation of information; measures of location, dispersion, position, and dependence, and exploratory data analysis. Also, students will be introduced to inferential statistics, point and interval estimation, tests of statistical hypotheses, inferences involving one or more populations, as well as ordinary least squares regression and chi-square analyses. Provides computer instruction on PC and Mac platforms and in the SPSS statistical package.

Laura M. O'Dwyer

ED/PY 469 Intermediate Statistics (Fall/Spring: 3)

Prerequisites: ED/PY 468 or its equivalent, and computing skills

Topics and computer exercises address tests of means, partial and part correlations, multiple regression, analysis of variance with planned and post hoc comparisons, analysis of covariance, repeated measures analysis, elements of experimental design, and power analysis.

Joseph J. Pedulla

PY 470 Advanced Practicum: Applied Psychology and Human Development (Fall/Spring: 3)

The Department

ED 493 Language Acquisition Module (Fall: 1)

Corequisite: ED 593

See course description for ED 593.

The Department

ED 495 Human Development and Disabilities (Fall/Summer: 3)

This course addresses the reciprocal relationship between human development and disability. Prenatal, perinatal, and postnatal causes of disability will be presented. Students will learn about theoretical perspectives, research, and current disagreements related to causes, identification, and treatment of disabilities. Prevention and intervention strategies will be presented for each disability. The application of assistive technology will be covered across disabilities.

The Department

PY 518 Issues in Life Span Development (Fall: 3)

This course addresses the major psychological and socio-cultural issues in development from childhood through adulthood. The theory, research, and practice in the field of life span development are examined and evaluated.

David Blustein

The Department

ED 520 Mathematics and Technology: Teaching, Learning, and Curriculum in the Elementary School (Fall: 3)

This course presents methods and materials useful in teaching mathematics to early childhood and elementary school children, and the different ways in which technology can be used in the elementary school classroom. The course will consider the teaching of mathematics and the use of technology from both theoretical and practical perspectives. The course will include a laboratory experience each week.

The Department

PY 528 Multicultural Issues (Fall/Summer: 3)

Assists students to become more effective in their work with ethnic minority and LGBT clients. Increases students' awareness of their own and others' life experiences, and how these impact the way in which we approach interactions with individuals who are different from us. Examines the sociopolitical conditions that impact individuals from ethnic and non-ethnic minority groups in the U.S., and presents an overview of relevant research.

Anderson Franklin

ED 529 Social Studies and the Arts: Teaching, Learning, and Curriculum in the Elementary School (Fall/Summer: 3)

This course is designed to help students examine historical interpretation with critical analysis through history and the arts.

It explores different areas of content and instructional methods directly related to Massachusetts Curriculum Frameworks in social studies, literature, and the arts.

The Department

PY 540 Issues in School Counseling (Fall: 3)

Restricted to students in the School Counseling program

This course traces the development of school counseling as a profession, and helps students understand the major functions of school counselors. Students gain an understanding of schools as dynamic organizations and learn to recognize and appreciate the intersection of family, school, culture, and community. Professional issues related to the practice of school counseling are examined, and recent innovations in the field are reviewed.

Mary Walsh

ED 542 Teaching Reading (Fall/Summer: 3)

Offers teacher candidates skills for teaching reading to school age children. Students will gain understanding of reading through a historical, political, theoretical and practical lens. They will understand the delivery of instruction by learning a balanced approach to teaching reading. They will gain familiarity of how children learn to read by partaking in observations, assessments and instruction with a school age child. Students will learn a variety of ways to meet the needs of linguistically and culturally diverse learners. They will recognize reading difficulties and learn ways to differentiate instruction for such readers.

The Department

ED 543 Teaching Language Arts (Fall/Spring: 3)

Examines the development of written and spoken language and methods of instruction for oral and written language from the preschool years through early adolescence. Students become familiar with approaches to teaching writing and supporting language, and learn strategies for identifying children's areas of strength and weakness and to plan instruction. Addresses the needs of children from non-English speaking homes. Expects students to spend at least 16 hours distributed across at least eight sessions in a classroom or other setting where they can work with one or more children.

Curt Dudley-Marling

María Estela Brisk

PY 543 Psychology of Trauma: Cross-Cultural and Social Justice (Fall: 3)

The focus of this course is on the biopsychosocial aspects of traumatic stress. The course involves an exploration of psychological sequelae of various types of interpersonal violence, such as physical abuse, sexual assault, and political trauma across diverse populations. Assessment and clinical and community-based interventions concerning traumatic stress will be discussed with attention to cultural and linguistic diversity. The course includes a special emphasis on the examination of social justice and human rights in the context of interpersonal and collective violence.

Usha Tummula-Narra

ED 546 Teaching About the Natural World (Fall/Spring: 3)

Provides an introduction to the various philosophies, practices, materials, and content that are currently being used to teach science to elementary and middle school children. Exposes prospective teachers to

the skills and processes endorsed by the National Science Education Standards, the National Health Standards, and the Massachusetts Comprehensive Assessment System.

G. Michael Barnett

PY 549 Psychopathology (Fall: 3)

Prerequisite: PY 444 or equivalent

Examines selected DSM-IV disorders and considers diagnostic issues, theoretical perspectives, and research. Through case examples, students will learn to conduct a mental status examination and determine appropriate treatment plans for clients suffering from various diagnoses.

The Department

ED/PY 561 Evaluation and Public Policy (Fall: 3)

Prerequisite: ED 466 or permission of instructor

Offered biennially

The course will examine some issues that arise in educational accountability. The purpose is to develop a deeper understanding of the policy issues and a critical appreciation of the relevant methodological strategies. One topic is the establishment and use of state-specific performance standards under NCLB and the quantification of the relative rigor of those standards. A second is the evaluation of school or teacher effectiveness using so-called value-added models. A third is the policy evaluation of school reform efforts (such as charter schools) using data from large-scale cross-sectional surveys. The latter two topics both involve causal inferences from observational studies.

Henry Braun

ED/PY 565 Large-Scale Assessment: Procedures and Practice (Spring: 3)

ED/PY 462 and ED/PY 468 are recommended prior to taking this course

Examines measurement concepts and data collection procedures in the context of large-scale (e.g., district, state, national, and international) assessment. Considers technical, operation, and political issues from the perspective of measurement concepts. Using examples from TIMSS, PIRLS, and NCLB, covers framework development, test development, questionnaire development, sampling, data collection, analysis, and reporting

Ina Mullis

ED 579 Educational Assessment of Learning Problems (Fall: 3)

This course is open to students in the Teacher of Students with Moderate Special Needs program, Counseling Psychology, and Reading Specialist programs.

Not open to Special Students

This course focuses on formal and informal approaches to the nondiscriminatory assessment of students with a wide range of cognitive and academic difficulties. The focus is on identifying students with mild/moderate disabilities. It is designed to prepare specialists for the process of documenting special needs, identifying current levels of performance, addressing critical issues, and designing approaches to monitoring progress.

Claudia Rinaldi

ED 587 Teaching and Learning Strategies (Spring: 3)

Prerequisite: ED 579

Not open to non-degree students

ED 587.01 is intended for general educators and ED 587.02 is required for special educators.

Designed primarily for secondary education teacher candidates and practicing secondary educators, this course helps prospective teachers and other educators develop an initial repertoire of skills for teaching students with educational disabilities. The primary emphasis of this course is on the education of students with mild disabilities in secondary inclusive classrooms. Participants will formulate a comprehensive instructional plan for a student with an educational disability, utilized an IEP to guide instruction, develop accommodations and modifications appropriate to the student and the curriculum, design individual, small, and large group instruction, and evaluate various service delivery options for education students with special needs.

David Scanlon

ED 589 The Linguistic Structure of English (Fall: 3)

Cross listed with EN 121, SL 323

Offered biennially

See course description in the Slavic and Eastern Languages and Literatures Department.

Michael J. Connolly

ED 592 Foundations of Language and Literacy Development (Spring: 3)

Provides students with a comprehensive overview of major theories and research in language and literacy including theories of instruction. Emphasis is placed on major reports on literacy instruction as well as critiques of those reports. Topics covered include: language acquisition, the role of language in literacy learning, emergent literacy, the role of phonics in early literacy learning, reading fluency, reading comprehension and critical literacy, discourse theory, multi-modal literacy, and adolescent literacy.

Curt Dudley-Marling

ED 593 Introduction to Speech and Language Disorders (Fall: 3)

Corequisite: ED 493

On the basis of the development of normal children, this course will explore dysfunctions of speech and language that interfere with normal communication and learning processes. The evaluation of language performance and the remediation of language deficits will also be stressed.

The Department

ED 595 Assessment and Instruction for Students with Reading Difficulty (Fall/Summer: 3)

Prerequisite: ED 542 or equivalent

Examines the methods and materials related to formal and informal assessment, analysis and interpretation of the results of assessment, and instructional techniques for students with a range of reading difficulties (K-12). Focus is on the needs of students from varied populations.

Claudia Rinaldi

ED 610 Specialist License Practicum (Fall/Spring: 6)

Prerequisites: Approval by the Practicum Office, good academic standing, and successful completion of all undergraduate practicum regular education teacher certification requirements

Corequisite: ED 432

Candidates who intend to complete the specialist practicum in their own classroom or in a paid internship must meet with the Director as soon as possible to ensure that the responsibilities of the position are aligned with the license the candidate is seeking.

A semester-long, full-time clinical experience for advanced level students working in schools in a professional role. Covers the following graduate licensure programs: Reading, Moderate Special Needs, and Intense Special Needs. Placements are selectively chosen from schools in the Greater Boston area and designated international settings. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement by March 15 for fall placements and by October 15 for spring placements.

Practicum Director

PY 611 Learning and Development among Early Learners (Fall: 3)

Focuses on learning (including behavioral, cognitive, and information processing approaches), motivation, and social development, while incorporating the role of play in the learning and development of the young child. Examines individual differences and the effects of special needs on learning and development, as well as program implications.

Mariela Paez

PY 615 Social and Affective Processes (Fall: 3)

This course reviews the theoretical and empirical literatures pertinent to the study of emotional and social development across the life span. Perspectives derived from the disciplines of biology, psychology, anthropology, sociology, and history are presented. The interrelations between social and affective processes, and their association with familial, societal, cultural, and historical context of development are discussed. Issues derived from social psychology, such as group processes, will also be discussed. Methodological problems present in these literatures and resultant conceptual and empirical challenges involved in developing a life span understanding of social and affective processes are reviewed.

Jacqueline Lerner

PY 617 Learning and Cognition (Spring: 3)

Discusses theories of learning and cognitive development, explores roles of biology and environment, and examines different interpretations of environment. Discusses whether learning and cognitive development are similar or different processes. Also examines the nature of intelligence, role of instruction in learning, nature of instruction, and how transfer of learning to new contexts is achieved. Practical applications of theory and research are discussed.

Elida Laski

ED 619 Ethics and Equity in Education (Fall: 3)

The course explores how schools are used as a vehicle of the state to de-culturalize various communities of people throughout the country's history. Students will explore how schools can more appropriately promote respect for valuing diversity as a generative source of the country's vitality and its relationship to the global village. The role of educators is not only to act ethically in the many

individual situations of their daily professional lives, but more importantly to see that the institutional structures and processes of the school system are themselves reflections of a system of justice and care.

Robert J. Starratt

ED 620 Practicum in Supervision (Fall/Spring: 3)

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective supervisor/director. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

The Department

ED 621 Bilingualism, Second Language, and Literacy Development (Fall/Spring/Summer: 3)

Explores first and second language and literacy development of children raised bilingually as well as students acquiring a second language during pre-school, elementary, or secondary school years. Also addresses theories of first and second language acquisition, literacy development in the second language, and factors affecting second language and literacy learning. Participants will assess the development of one aspect of language or language skill of a bilingual individual and draw implications for instruction, parent involvement, and policy.

María Estela Brisk

Mariela Paez

C. Patrick Proctor

ED 622 Practicum in School Principalship (Fall/Spring: 3)

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant principal/principal. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

The Department

ED 623 Practicum in Superintendency (Fall/Spring: 3)

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant superintendent/superintendent. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

The Department

ED 626 Seminar in Educational Administration (Spring: 3)

Corequisite: ED 620, ED 622, ED 623, or ED 653

Enable candidates to reflect on their roles as educational administrators during their practicum experience. Topics include research related to educational administration along with day-to-day school management issues.

Irwin Blumer

PY 633 Impact of Psychosocial Issues on Learning (Spring: 3)

M.A. students only; not appropriate for Ph.D. students

Examines, from a holistic perspective, psychological and social issues that affect learning in children and adolescents. Discusses the role of risk and protective factors in the development of vulnerability and resilience. Highlights collaboration of educators with professionals involved in addressing psychological and social issues.

The Department

PY 638 Principles of Short Term Counseling (Spring: 3)

This course is designed to introduce students to the techniques and issues related to the practice of short-term therapy. Special attention is given to current trends in health care delivery, including the managed care environment and how to adapt various models to this environment. Students will learn a number of coherent strategies to treat a variety of presentations and populations in a short-term model. They will also gain an understanding of the complexities of providing quality mental health care in today's clinical settings.

The Department

PY 640 Seminar in Group Counseling and Group Theory (Spring: 3)

Prerequisite: Permission of instructor. Advance sign up in Counseling Psychology office required.

Limited to 25 students

This course examines both the theory and practice of group counseling. Among the theoretical positions discussed are client centered, behavioral, existential, and rational emotive. Important aspects of group process are also discussed including group leadership, group membership, establishing a group, and maintaining a group. As such the course covers therapist issues, patient selection criteria, group structuring as well as basic therapeutic techniques. The course prepares students to design structured counseling groups, to prepare group counseling materials, and to lead counseling groups of various types.

The Department

PY 643 Practicum in School Counseling I (Pre-K-8) (Fall: 3)

Prerequisite: Permission of Practicum Director, Dr. Sandra Morse

This course is open only to Counseling degree students seeking initial licensure in school guidance counseling grades pre-K-8.

Practicum involves placement in a comprehensive school system in both fall and spring semesters. Students typically spend three days per week at the school for the school year. The minimum hours of practicum are 600 in addition to the pre-practicum. Students enroll for 3-credit hours each semester.

The Department

PY 644 Practicum in School Counseling 5-12 (Fall: 3)

Prerequisite: Permission of Practicum Director, Dr. Sandra Morse

This course is open only to Counseling degree students seeking initial licensure in school guidance counseling grades 5-12.

Practicum involves placement in a comprehensive school system in both fall and spring semesters. Students typically spend three days a

week at the school for the school year. The minimum hours of practicum are 600 in addition to the pre-practicum. Students enroll for 3-credit hours each semester.

The Department

PY 646 Internship—Counseling I (Fall: 3)

Prerequisite: Permission of Internship Coordinator, Dr. Sandra Morse

This course is designed to be a post-practicum, curricular supervised experience, and supervised internship experience and seminar. The internship consists of seminar participation and a 600-hour, year-long clinical experience at an approved internship site. The internship and corresponding seminar are designed to enable the student to refine and enhance basic counseling skills, and to integrate professional knowledge and skills appropriate to an initial placement.

The Department

PY 648 Pre-Practicum Experience/School Counseling: Diversity and School Culture (Fall/Spring: 3)

Open only to School Counseling students

A two-semester experience in schools. In semester one, students spend one-half day per week in a school with a diverse population. In semester two, students spend one day per week (minimum of 75 hours) in another school working under the supervision of a school counselor. The pre-practicum experience is processed each week in small group laboratory sections.

Sandra Morse

PY 649 Practicum in School Counseling Pre-K-8 (Spring: 3)

Prerequisite: Consent of Practicum Director, Dr. Sandra Morse

This course is open only to Counseling degree students seeking initial licensure in school guidance counseling grades pre-K-8.

Continuation of PY 643

The Department

PY 650 Practicum in School Counseling 5-12 (Spring: 3)

Prerequisite: Consent of Practicum Director, Dr. Sandra Morse

This course is open only to Counseling degree students seeking initial licensure in school guidance counseling grades 5-12.

Continuation of PY 644

The Department

ED 652 Practicum in Special Education Administration (Fall/Spring: 3)

Corequisite: ED 626

A 300-hour, field-based experience in the role of a special education administrator. The practicum is supervised by a University faculty member.

Elizabeth Twomey

PY 662 Projective Assessment (Fall: 3)

Prerequisite: PY 464

Offered biennially

Restricted to Ph.D. students in Counseling Psychology; all others by permission only

Theory, administration, and interpretation of commonly used projective measures, including Rorschach, thematic, drawing, and sentence completion techniques. Students will learn how to conceptualize and integrate findings from cognitive and personality measures, and to communicate results in a written report. Critical issues in the use of these measures, including ethical, psychometric, social, and legal concerns will be addressed. Case material will be used to illustrate the clinical applications of projective techniques.

Julie MacEvoy

PY 665 Develop Disabilities: Evaluation, Assessment, Families, and Systems (Fall: 3)

This course focuses on issues facing professionals who work with people with developmental disabilities, their families, and the system whereby services are offered. It is designed for graduate and post-graduate students interested in learning about interdisciplinary evaluation and teams, in understanding disabilities from the person's and family's perspective, and in acquiring knowledge about the services available in the community. This course will be held at Children's Hospital.

David Helm

ED/PY 667 General Linear Models (Fall: 3)

Prerequisite: ED/PY 469

Ph.D. students only; all others by instructor permission

Addresses the construction, interpretation, and application of linear statistical models. Specifically, lectures and computer exercises will cover ordinary least squares regression models; matrix algebra operations; parameter estimation techniques; missing data options; power transformations; exploratory versus confirmatory model building; sources of multicollinearity; diagnostic residual analysis techniques; partial and semipartial correlations; variance partitioning procedures; dummy, effect, and orthogonal coding procedures; analysis of covariance; and logistic regression.

Larry Ludlow

ED 674 Teaching Mathematical Problem Solving in Grades 4-12 (Spring: 3)

Offered biennially

Examines complex issues, trends, and research regarding alternative approaches for teaching mathematical problem solving. Topics include the nature of mathematical inquiry; models for collaborative grouping; methods and materials for cultivating problem solving, reasoning, and communication processes; methods of assessing mathematical problem solving; and the impact of Vygotskian Psychology on the teaching and learning of mathematical problem solving.

Lillie Albert

ED 675 Consultation and Collaboration in Special Education (Spring: 3)

Designed for educators who enter into supportive or consultative relationships with each other, with other professionals, and with parents. Presents conceptual and pragmatic guidelines for functioning effectively with colleagues and other adults. Also covers advocacy strategies and environmental accessibility issues.

Alec F. Peck

ED/PY 685 Developmental Disabilities: Values, Policy, and Change (Spring: 3)

This course focuses on issues facing professionals who work with people with developmental disabilities, their families, and the system whereby services are offered. It is designed for graduate and post-graduate students interested in learning about interdisciplinary evaluation and teams, in understanding disabilities from the person's and family's perspective, and in acquiring knowledge about the services available in the community. This course will be held at Children's Hospital.

David Helm

ED/PY 686 Augmentative Communication for Individuals with Disabilities (Spring: 3)

This course focuses upon the communication problems of persons who are developmentally disabled, physically challenged, hearing impaired, and deaf-blind. Students learn strategies for enhancing communication and learn how to develop and implement a variety of augmentative communication systems.

Susan Bruce

ED 705 Education Law and Public Policy (Fall/Spring: 3)

Prerequisite: Departmental permission required

Cross listed with LL 703

This course addresses the political and legal aspects of the role of education in our democratic society. Provides an introductory survey of public policy issues and laws governing preschool, elementary, secondary, and higher education. Included are such topics as religious freedom, free speech, and due process; the liability of educational institutions and educators; the legal distinctions between private and public institutions; student and parent privacy rights; disability rights; and the promotion of educational equity among all groups regardless of gender, sexual orientation, language, race, religion, ethnicity, or socioeconomic background.

Diana C. Pullin

Norah Wylie

ED 708 Contemporary Issues in Higher Education (Fall/Spring: 3) **Fall semester offered during odd years only**

The purpose of this course is to develop an understanding on the issues in higher education from the perspective of institutional leadership. Contemporary issues such as internal governance, town gown relationships, dynamics of leadership, resource allocation, cross divisional collaboration, applying theory to practice, professional ethics, personal foundations, and alignment of practice to mission will be considered. Students will critically analyze these issues and develop their professional approach after considering the competencies necessary in each area.

The Department

ED 709 Research on Teaching (Fall: 3)

Introduce Ph.D. students to conceptual and empirical scholarship about teaching and teacher education as well as to contrasting paradigms and methodological approaches upon which this literature is based. Helps students become aware of major substantive areas in the field of research on teaching/teacher education, develop critical perspectives and questions on contrasting paradigms, and raise questions about implications of this research for curriculum and instruction, policy and practice, and teacher education/professional development. Considers issues related to epistemology, methodology, and ethics.

Marilyn Cochran-Smith

ED 711 Historical and Political Contexts of Curriculum (Spring: 3) **Permission of instructor required for all students, except for Ph.D. students in Curriculum and Instruction.**

Introduces Ph.D. students in Curriculum and Instruction to the major curriculum movements in American educational history by examining the history and implementation of curriculum development on the macro and micro levels of schooling. Focuses on key campaigns and controversies in curriculum theory and practice, using primary

source materials to place them within the academic, political, economic, and social contexts that have marked their conceptualization, and change inside and outside of schools.

Dennis Shirley

PY 714 Advanced Research Methods in Counseling, Developmental, and Educational Psychology (Fall: 3)

This course is restricted to doctoral students in Applied Developmental and Educational Psychology and M.A. students in the research focus.

Permission of instructor required

Students design and carry out an original empirical project on a defined area within developmental or educational psychology. Requires design, data collection and analysis, interpretation, and formal APA-style write-up. Students also required to complete two colloquium presentations of their work.

Jacqueline Lerner

ED 724 Practicum in Educational Technology: Technology-Enhanced Assessment (Spring: 3)

Prerequisites: ED/PY 462 and ED/PY 667

Offered biennially

Computers are widely available in schools and are increasingly used for large-scale testing programs. This course examines cutting-edge applications of computer-based technologies to the technology of testing and assessment. Among the topics explored are validity issues specific to computer-based testing; accessibility, universal design, and computer-based testing; computer adaptive testing; simulation-based and multimedia tests; and computer scoring of writing. The course encourages students to explore ways in which computer-based technologies can be used to enhance assessment and solve challenges to current approaches to student assessment.

Michael Russell

PY 740 Topics in the Psychology of Women (Spring: 3)

Explores current theory and research on the psychology of women and implications of this work for psychologists and educators. The first half of course examines and critiques major themes that have emerged in the field over the last three decades and considers ways in which the field of psychology of women has influenced conceptualizations of development, psychopathology, and intervention. The second half considers some of the psychological underpinnings of a set of social and political issues commonly faced by women. The course is designed for developmental and counseling psychology graduate students.

Lisa Goodman

PY 743 Counseling Families (Spring: 3)

The purpose of this course is to provide students with an introduction to family and couple counseling theory, perspectives of family therapy along with issues of diversity. This course will focus on theory and practice, viewing the couple/family as a unitary psychosocial system. Major topics will include history, theory, and practice models, healthy family functioning, family dysfunction, and intervention techniques. This course will also address issues relative to diversity in families and couples along with perspectives of family therapy.

The Department

PY 746 Internship Counseling II (Spring: 3)

Prerequisites: PY 646 and permission of the Internship Coordinator, Dr. Sandra Morse

This course is designed to build on Internship I and corresponds to the completion of 600 clock hours the student spends in the internship. The seminar is process-oriented and thus students remain in the same year-long section. As such, it is designed to enable the student to further enhance basic and advanced counseling skills, and to integrate professional knowledge and skills through direct service with individual and group supervision.

The Department

PY 748 Practicum in Counseling II (Spring: 3)

Open only to Counseling Psychology students
Continuation of PY 648

Pre-internship, supervised curricular experience focuses on progressive issues and the treatment of special populations. Lab training consists of peer role-plays and experiences with individual and group supervision.

The Department

ED 757 Assessment in Student Affairs (Spring: 3)

The purpose of this course is to introduce students to aspects of student affairs assessment including: (1) understanding different approaches to assessment, (2) choosing appropriate research designs and methods, and (3) following professional standards and guidelines. At the end of this course students will be able to read, interpret, and critique research and assessment in student affairs and higher education, and design appropriate assessments in the field of student affairs.

Heather Rowan-Kenyon

ED 770 Higher Education in American Society (Fall: 3)

An introduction to higher education in America, this course focuses on the complex relationships between colleges and universities, and the political and social systems of society. This analysis includes a historical perspective on the evolution of American higher education, and especially the development of the contemporary university since the beginning of the twentieth century. Attention is also paid to the impact of federal and state governments on higher education; the role of research in the university; issues of accountability, autonomy, and academic freedom; the academic profession, student politics and culture; affirmative action issues; and others.

Ana M. Martínez Alemán

Katya Salkever

ED 771 Organization and Administration of Higher Education (Spring: 3)

Focuses on how the American university is organized and governed. Examines basic elements as well as structure and process of the American university. Considers such topics as models of governance, locus of control, leadership, and strategic environments for the American university.

Ted I.K. Youn

ED 772 Student Affairs Administration (Fall: 3)

Student affairs professionals in post-secondary institutions contribute to student learning and personal development through a variety of programs and services. This course focuses on the design of campus environments that promote student development and contribute to the academic mission of higher education. Special

attention will be given to the history, philosophy, and ethical standards of the student affairs profession, and to the relation of theory to contemporary student affairs practice. In addition, the course will examine how changing forces in the demographic, social, legal, and technological environment of higher education affect fundamental issues in professional practice.

The Department

ED/PY 778 College Student Development (Spring: 3)

Not open to non-degree students—this policy is strictly enforced

An intensive introduction to student development, this course focuses on interdisciplinary theories of intellectual and psychosocial change among late adolescent and adult learners in post-secondary education. Research on student outcomes is also covered. Special attention is paid to the implications of ethnicity, age, gender, and other individual differences for the development of students. Course projects include individual and collaborative opportunities to relate theory to professional work with college students.

Karen Arnold

ED 803 History of Education (Fall: 3)

This course provides an overview of major themes in the history of American education. Topics include the roles of Puritanism and slavery in shaping educational systems in the colonial North and South; the role of the American Revolution in promoting democratic and republican values; the rise of common schools as part of a broad wave of antebellum social reforms, including abolitionism and feminism; the Civil War, Reconstruction, and Jim Crow eras as distinctive moments in the expansion and contraction of educational opportunities for African-Americans; and the growth and expansion of high schools, colleges, and universities in the twentieth century.

Dennis Shirley

ED 805 Institute for Administrators/Catholic Higher Ed (Summer: 1)

Each July, the Institute for Administrators in Catholic Higher Education hosts a five-day seminar providing a singular opportunity for administrators and leaders at Catholic colleges and universities around the globe to interact with some of the nation's most outstanding scholars and practitioners as they address issues that Catholic higher education faces on a daily basis. For more information, visit www.bc.edu/schools/lsoe/cce/highered/iache/schedule.html.

Michael James

PY 813 Sociocultural Context of Development (Spring: 3)

Offered biennially

Doctoral seminar which seeks to explore both theoretical and empirical scholarship on the primary sociocultural contexts within which human development is embedded, including families, schools, communities, and cultural environments; to consider the bidirectional relationships between such contexts and individuals' development; and to improve competencies in critically evaluating the methodological and theoretical strengths and weaknesses of research in the field.

Rebekah Levine Coley

Eric Dearing

Jacqueline Lerner

ED 828 Doctoral Proseminar in K-16 Administration (Fall: 3)
Ph.D. students in Education Administration or Higher Education only.

This seminar is a required cornerstone course for doctoral Ph.D. students in the Educational Administration Program and the Higher Education Program. In addition to orienting students to doctoral studies and research, the course is designed to develop students' critical analysis of theoretical and empirical literature in their field, and to advance their knowledge of key concepts, issues, and theories in the field. Course activities include bibliographic research and skills development in conducting individual inquiry and analyzing scholarly literature.

Karen Arnold

Ana M. Martínez Alemán

PY 840 Seminar: Professional Issues in Counseling Psychology (Fall: 3)

Prerequisite: Permission of Director of Training

This course is open to doctoral students in Counseling Psychology only, and master's students in Counseling Psychology with permission.

Offered biennially

This is an advanced seminar focusing primarily on ethical and legal issues in counseling psychology. Topics will also include certification and licensing, accreditation, professional identity, the history of counseling psychology, and future developments in professional psychology.

David Blustein

PY 841 Quantitative Research Design in Counseling and Developmental Psychology (Fall/Spring: 3)

This course is open to doctoral students in Counseling Psychology only, and master's students in Counseling Psychology with permission.

This is a year-long course with 1 credit awarded in the fall, and 2 credits awarded in the spring.

In this year-long seminar, students examine quantitative research designs and application employed in the Counseling and Developmental Psychology literatures, including randomized, nonrandomized, cross-sectional, and longitudinal designs. Students present and critique published research exemplifying specific designs, propose empirical studies that could advance counseling and developmental psychology, and present findings from their own empirical work.

Eric Dearing

Paul Poteat

PY 843 Seminar in Career Development (Spring: 3)

Prerequisite: PY 448 or equivalent

Offered biennially

Advanced doctoral-level seminar on career development theory and research and on the psychology of working. First part of course consists of critical review of major approaches to understanding career behavior and development, empirical support for prevailing theoretical constructs, and empirical efforts related to career interventions. Special attention to issues specific to persons of color, women, gays, lesbians,

individuals with disabling conditions, working-class adults, and non-college-bound youth. Examines space between work and interpersonal relationships.

David Blustein

PY 844 Counseling Psychology in Context: Social Action, Consultation, and Collaboration (Fall/Spring: 3)

This course is open to doctoral students in Counseling Psychology only, and master's students in Counseling Psychology with permission.

This is a year-long course with 1 credit awarded in the fall, and 2 credits awarded in the spring.

Accompanying the First Year Experience (FYE) practicum, exposes students to research and practice at the meso- (community, organizations) and macro (government, policy, social norms) levels, in addition to the more traditional micro (individual) level. Students discuss their personal experiences within their FYE placement and read and discuss a series of articles and chapters central to the developing fields of critical psychology, liberation psychology, or counseling with a social justice orientation.

Lisa Goodman

PY 846 Advanced Counseling Practicum (Fall/Spring: 3)

Prerequisites: Advanced Pre-Internship Counseling Practicum.

Master's-level Counseling Practicum.

This is a year-long course with 1 credit awarded in the fall and 2 credits awarded in the spring.

Pre-internship placement in a mental health setting accompanied by a biweekly seminar on campus. Placement requires 20-24 hours per week over two semesters. Focus will be on the integration of theoretical and research perspectives on clinical interventions utilizing the experience of site-based practice. Satisfactory completion of this course is a prerequisite for the doctoral internship.

Belle Liang

Elizabeth Sparks

PY 849 Internship in Counseling Psychology (Fall/Spring: 1)

Prerequisites: Permission of Director of Training, minimum of 400 clock hours of counseling practicum (e.g., PY 646, PY 746, PY 846)

Doctoral candidates in Counseling Psychology only

By arrangement only

Internships cover a calendar year, and students must complete the equivalent of one full year (40 hours/week) or two semesters (two credit hours per semester). Applications should be submitted in November of the preceding year. Placement must be in an approved counseling setting for psychodiagnostic and interviewing experience with clients, group counseling, and other staff activities.

David Blustein

ED/PY 851 Qualitative Research Methods (Fall/Spring: 3)

Introduces the foundations and techniques of carrying out qualitative research. Topics include philosophical underpinnings, planning for a qualitative research project, negotiating entry, ethics of conducting research, data collection and analysis, and writing/presenting qualitative research. Requires a research project involving participant observation and/or interviewing.

Robert J. Starratt

ED 859 Readings and Research In Curriculum and Instruction (Fall/Spring/Summer: 3)

Prerequisite: Faculty member approval

By arrangement

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study.

María Estela Brisk

PY 862 Survey Methods in Educational and Social Research

(Fall: 3)

Offered biennially

Covers the design of surveys and assessments, including sampling theory, instrument development, and administering surveys, including training survey administrators, quality control, data coding, data reduction, statistical analysis and inference, report writing, and presentation of results. Also covers practical issues, such as using available sampling frames and minimizing non-response.

Laura O'Dwyer

ED/PY 864 Advanced Qualitative Research (Fall: 3)

Offered biennially

Building upon the foundation concepts of qualitative research and initial exploration of an introductory course in qualitative methodologies, this course explores the theoretical, methodological, and analytic implications of conducting qualitative research from differing theoretical perspectives. Key readings include texts on social theory, qualitative methodologies, and exemplar qualitative research from various social scientific fields. Students will distinguish between methodology and methods, analyze data, and produce either a report for a specified audience or a research manuscript for possible submission to an educational research journal.

Lisa Stevens

ED 868 Religion and Higher Education (Fall: 3)

Cross listed with TM 868

This course explores the historic relationship between religion and higher education, primarily within the American context. After preliminary discussion of the nature of education and religion, it examines church-related higher education in the U.S. as well as the role and place of religion in the academy at large. Topics include secularism, modernity, and challenges to Christian higher education; religious pluralism; religion in secular higher education; legal issues surrounding religion and higher education; modernism, post-modernism, post-secularism and the tensions and opportunities that these cultural/intellectual movements pose for religion and higher learning.

Michael James

ED 876 Financial Management in Higher Education (Spring: 3)

The acquisition and allocation of funds in institutions of higher education are studied. Financial management emphasis includes an introduction to fund accounting, asset management, capital markets, sources of funds, financial planning, and endowment management. Included also are specific techniques used in financial analysis (e.g., break-even analysis and present value techniques).

John Zona

ED 878 Seminar on Law and Higher Education (Spring: 3)

Prerequisite: ED 705 or Law student

Cross listed with LL 706

Offered biennially

This seminar focuses on legal, policy, and ethical issues that affect higher education in the United States. The primary focus will be upon contemporary legal issues confronting public and private higher education, including such topics as due process and equity for students and faculty, tenure, academic freedom, affirmative action, disability rights, and free speech.

The Department

ED 879 Gender and Higher Education (Spring/Summer: 3)

Topics include the history of women in higher education, gender and student development, gender and learning, the campus and classroom climate for women, women's studies and feminist pedagogy, women in post-secondary administration and teaching, and the interrelation of race, class, sexuality, and gender. Contemporary theory, research, and critical issues will be considered as they apply to diverse groups of undergraduate and graduate students, faculty, administrators, and student affairs practitioners.

Susan Marine

Ana M. Martínez Alemán

ED 881 C&I Doctoral Comprehensive Exam: Publishable Paper

(Fall/Spring/Summer: 1)

The C&I doctoral program comprehensive exam will now take the form of a publishable paper.

Elizabeth Sparks

ED/PY 885 Interim Study: Master's and C.A.E.S. Students

(Fall/Spring: 0)

Master's and C.A.E.S. students who need to take one to two semesters off during the academic year but wish to remain active in the University system must enroll in this course. Students cannot enroll in this course for more than two consecutive semesters during the academic year (e.g., fall and spring). Students who need to be away from their studies for more than two consecutive semesters during the academic year should file for a formal leave of absence.

Elizabeth Sparks

ED/PY 888 Master's Comprehensives (Fall/Spring/Summer: 0)

All master's students who have completed their course work and are preparing for comprehensive exams must register for this course.

Elizabeth Sparks

PY 910 Readings and Research in Counseling and Developmental Psychology (Fall/Spring/Summer: 3)

Prerequisite: Permission of a faculty member

By arrangement

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study.

M. Brinton Lykes

ED/PY 912 Participatory Action Research: Gender, Race, and Power (Fall: 3)

This course will introduce students to theoretical and practical issues in the design and implementation of field-based participatory action research. We will review theories and practices that have contributed to community-based knowledge construction and social change. Ethnographic, narrative, and oral history methodologies will

be used as additional resources for understanding and representing the individual and collective stories co-constructed through the research process. We will reflect collaboratively and contextually on multiple and complex constructions of gender, race, and social class in community-based research.

M. Brinton Lykes

PY 917 Cognitive-Affective Bases of Behavior (Fall: 3)

Ph.D. students only; all others must get instructor approval

This course discusses theories of human development and examines empirical research on cognitive and affective processes underlying behavior. In addressing the cognitive bases of behavior, it explores key mental processes (e.g., attention, memory, problem solving) and constructs (e.g., schemas, heuristics) that have been instrumental in understanding everyday functioning. The socio-affective bases of behavior addressed in the course include emotions, temperament, and self-concept. The students in this course explore fundamental theoretical questions, such as the role of biology and environment in development, and consider practical applications of current theoretical and empirical knowledge concerning the bases of human behavior.

Marina Vasilyeva

PY 920 Seminar: Issues in Applied Developmental and Educational Psychology (Fall/Spring: 3)

Open only to doctoral students in Applied Developmental and Educational Psychology

Introduces students to a variety of current research topics, professional development issues, teaching preparation, and application in the fields of Applied Developmental and Educational Psychology. Includes colloquia by invited speakers and by students.

Jacqueline Lerner

ED 936 Doctoral and Advanced Seminar in Religious Education (Fall/Spring: 3)

Prerequisite: Required for first- and second-year IREPM doctoral students; other advanced students admitted with permission of instructor.

Limited to 10 participants

Meeting every other week throughout the year, this seminar is required of all first and second year doctoral students in Theology and Education. The curriculum has a threefold emphasis: (1) in-depth reading of scholarly literature germane to the correlation of theology and education; (2) substantive conversation and active participation; and (3) the preparation of a potentially publishable essay.

Thomas H. Groome

PY 941 Dissertation Seminar: Counseling and Developmental Psychology (Fall/Spring: 3)

Prerequisite: Advanced Statistics and Research Design. Permission of instructor required.

This is a year-long course with 1 credit awarded in the fall, and 2 credits awarded in the spring.

This course is designed to assist students in the preparation of a formal doctoral dissertation intent. All aspects of dissertation development will be discussed. Students must present a series of draft proposals for faculty and student reaction. An acceptable dissertation intent is required for completion of the course.

Eric Dearing

ED 951 Dissertation Seminar in Curriculum and Instruction (Spring: 3)

This is a student-centered seminar that is aimed at assisting doctoral students in identifying, shaping, and defining a research topic. Students will be expected to develop an Intent to Propose a Thesis, and to work toward the development of a full-scale draft of a Thesis proposal. Prior to the completion of the seminar, students will be expected to have established a Dissertation Committee.

Curt Dudley-Marling

ED 953 Instructional Supervision (Spring: 3)

Introduces students to many of the contested issues in the field of supervision, such as the relationship between supervision and teacher development, teacher empowerment, teacher alienation, learning theories, school effectiveness, school restructuring, curriculum development, and scientific management. Supervision will be viewed also as a moral, community-nested, artistic, motivating, and collaborative activity. Will stress the need for a restructuring of supervision as an institutional process.

Irwin Blumer

ED 956 Law and Education Reform (Spring: 3)

Prerequisite: ED 705, 2L or 3L status at Law School, or consent of instructor

Offered biennially

Diana C. Pullin

ED 973 Seminar in Research in Higher Education (Fall: 3)

Prerequisites: ED/PY 771 and Doctoral Standing

Prior consultation with the faculty member regarding research interest is encouraged.

This seminar considers a variety of research issues in higher education. Each year, the topic of the seminar will be announced by the faculty member who will be teaching the course. Students enrolled in this seminar are expected to write substantive papers that might lead to actual research products.

Karen Arnold

ED/PY 988 Dissertation Direction (Fall/Spring: 3)

Prerequisite: Consent of academic advisor

All advanced doctoral students are required to register for six credit hours of dissertation related course work, at least three of which are ED/PY 988. The other three are usually the Dissertation Seminar for the student's area of concentration. Students are expected to work on their dissertation at least 20 hours per week.

The Department

ED/PY 998 Doctoral Comprehensives (Fall/Spring: 0)

All doctoral students who have completed their course work, are not registering for any other course, and are preparing for comprehensive exams must register for this course to remain active and in good standing.

The Department

ED/PY 999 Doctoral Continuation (Fall/Spring/Summer: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Students are expected to work on their dissertation at least 20 hours per week.

The Department

The Boston College Law School

Established in 1929, Boston College Law School is dedicated to the highest standards of academic, ethical, and professional development while fostering a unique spirit of community among its students, faculty, and staff. Boston College Law School is accredited by the American Bar Association, is a member of the Association of American Law Schools, and has a chapter of the Order of the Coif.

The Law School offers two degrees—the three-year Juris Doctor (J.D.) degree, which is the school's primary degree, and the one-year Master of Laws (LL.M.) degree, which is designed for students who already hold a law degree from another school.

REGISTRATION FOR BAR EXAMINATION

Upon entering law school, some students know the state(s) they intend to practice in upon graduation. Some states require students to register with the Board of Bar Examiners prior to, or shortly after, beginning law school. For further information, contact the secretary of the state's Board of Bar Examiners for the state where you intend to practice to determine the standards and requirements for admission to practice.

AUDITORS

A limited number of applicants, usually members of the bar, who do not wish to study for a degree but who desire to enroll in specific courses may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations but may elect to do so. Normally, credit will not be certified for auditing. Auditors are charged tuition at the per credit hour rate.

ADVANCED STANDING

An applicant who qualifies for admission and who has satisfactorily completed part of his or her legal education in another ABA-approved law school may be admitted to an upper class with advanced standing. Four completed semesters in residence at Boston College that immediately precede the awarding of the degree will be required. Transfer applicants must submit the application form and fee, the LSDAS report, a law school transcript, a letter of good standing from his or her law school dean, and a recommendation from a law school professor. Applications are due by July 1 from those wishing to enroll for the fall semester.

DUAL DEGREE PROGRAM IN LAW AND BUSINESS ADMINISTRATION

Boston College Law School and the Carroll School of Management offer a dual J.D./M.B.A. program. Students in the program are required to be admitted independently to both schools. Credit for one semester's courses in the M.B.A. program is given towards the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given towards the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Interested students can obtain detailed information from the Admission Offices of both schools.

DUAL DEGREE PROGRAM IN LAW AND SOCIAL WORK

The Graduate School of Social Work and the Law School at Boston College offer a dual J.D./M.S.W. program designed for students interested in serving the combined legal and social welfare needs of individuals, families, groups, and communities. Students may obtain the two degrees in four years, rather than the usual five years. Dual degree candidates must apply to, and be accepted by, both schools. Interested students can obtain more information from the Admission Offices of both schools.

DUAL DEGREE PROGRAM IN LAW AND EDUCATION

The dual degree program in Law and Education is designed for students who are interested in serving the combined legal and educational needs of students, families, and communities in our nation. The program reflects the University's mission to promote social justice and to prepare men and women for service to others. The program is particularly designed to prepare students to meet the needs of individuals who have traditionally not been well-served by the nation's schools. The program is designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The program offers an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a master's degree in Education (M.Ed. or M.A.) and the Juris Doctor (J.D.) degree in approximately three and a half years, rather than the four or more years such degrees would normally entail if taken separately.

Students seeking to pursue the J.D./M.Ed. or M.A. dual degree must be duly admitted to their intended Education program and to the Law School. Any student seeking certification, or education or human services licensure must meet all of the requirements in the Lynch School of Education for that certification/licensure.

J.D./M.A. OR J.D./PH.D. PHILOSOPHY PROGRAM

These programs are designed for students who have an interest in legal theory and jurisprudence, and who may eventually wish to go into law teaching in those fields. Students may complete their law degree and master's in philosophy in four years of joint study, or law and Ph.D. in six. Students must apply to both the Law School and master's or Ph.D. program in the Philosophy Department of Boston College.

OTHER DUAL STUDY PROGRAMS

Law students are permitted to take a maximum of four graduate level courses (12 credits) in other departments during their final two years with the consent of the Associate Dean. Also, students may cross-register for certain courses at Boston University School of Law. A list of courses is made available prior to confirmation of registration. Tuition for dual programs is separately arranged. From time to time individual students have also made special arrangements, with the approval of the Associate Dean for Academic Affairs, for dual study programs with other schools and departments at Boston College or, in some instances, with other universities in the Boston area.

LONDON PROGRAM

The Law School has a semester-abroad program with Kings College at the University of London. Students in the London Program have the opportunity to enroll in courses taught in the LL.M. curriculum at Kings College and participate in a clinical European Law and Practice externship as well. Student placements have included positions with the court system as well as governmental and non-governmental law offices and are supervised by a full-time member of the Boston College Law School faculty.

MASTER OF LAWS (LL.M.) DEGREE

The LL.M. degree program is designed to expose legal professionals and recent graduates with a first degree in law, primarily but not necessarily of foreign origin, to the fundamentals of the U.S. legal system. The program enables students to explore American legal issues and methodology. Students may choose from among most of the courses in the Law School's extensive curriculum, including both introductory and more advanced courses in their particular fields of interest. The program is intended for students from a variety of legal systems and backgrounds. We are equally interested in applicants pursuing careers in private practice, government service, the judiciary, international organizations, non-governmental organizations, and legal scholarship. We are most interested in applicants who have completed their prior legal studies with high rank and who intend to return to their home countries to contribute to the legal profession.

Further information is available on the program's website at www.bc.edu/llm or from the LL.M. Office, Boston College Law School, 885 Centre Street, Newton, MA 02459. Our email address is bcllm@bc.edu.

INFORMATION

For more detailed information regarding course offerings, applicants should consult the Boston College Law School Bulletin that may be obtained by writing to the Office of Admissions and Financial Aid, Boston College Law School, 885 Centre Street, Newton, MA 02459, or by emailing the office at bcclawadm@bc.edu.

Course descriptions and scheduling information are also available on the BCLS website at www.bc.edu/law.

Faculty

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Intisar Rabb, *Assistant Professor*; B.S., Georgetown University; M.A., Ph.D., Princeton University; J.D., Yale Law School

Maritza Karmely, *Clinical Professor*; B.S., Boston College; J.D., Boston University School of Law

Paul Tremblay, *Clinical Professor*; B.A., Boston College; J.D., University of California, Los Angeles

Alexis Anderson, *Clinical Associate Professor*; B.A., Wake Forest; J.D., University of Virginia

Sharon Beckman, *Clinical Associate Professor*; B.A. Harvard College; J.D., University of Michigan Law School

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Francine T. Sherman, *Clinical Associate Professor*; B.A., University of Missouri; J.D., Boston College

Alan Minuskin, *Clinical Associate Professor*; B.A., University of Miami; J.D., New England School of Law

Carroll School of Management

GRADUATE PROGRAMS

Boston College's Carroll School of Management, Graduate Programs are recognized for offering innovative programs uniquely suited to today's challenging management environment. The School enrolls approximately 950 students in five highly regarded degree programs: the Master of Business Administration (M.B.A.), emphasizing hands-on, group learning and a global outlook; the Master of Science in Accounting (M.S. in Accounting) providing students with the advanced quantitative tools and understanding of the important role of accounting in business; the Master of Science in Finance (M.S. in Finance), a rigorous ten-course curriculum providing advanced financial skills; the Ph.D. in Management with a concentration in Finance and the Ph.D. in Management with a concentration in Organization Studies, offering doctoral-level education for individuals interested in research and teaching. The Carroll School of Management, Graduate Programs have developed many exciting options that enable students to individualize their management education. Among these are 20 dual degree programs, including the Master of Business Administration/Master of Science in Finance (M.B.A./M.S. in Finance); the Master of Business Administration/Juris Doctor (M.B.A./J.D.); and the Master of Business Administration/Master of Social Work (M.B.A./M.S.W.).

Full-time M.B.A. Program Curriculum

For today's complex business environment, companies and organizations actively seek individuals who possess both highly developed management skills and advanced training in a specific discipline. The Full-time M.B.A. Program at the Carroll School of Management offers students the chance to strengthen their foundation of essential skills in the core M.B.A. courses—the Management Practice modules—while furthering their understanding of strategy, the critical role of information systems, and the challenges of managing in a global economy. From their second semester of this two-year long program, full-time students also choose elective courses from among a broad range of offerings to pursue individual interests, add depth to an area of knowledge or expertise, or focus on a particular functional area or industry.

This intense focus on specialization early in the educational process better prepares students to secure career relevant internships and increase placement opportunities post-graduation.

Primary areas of Specializations include:

- Product and Brand Management
- Marketing Informatics
- Competitive Service Delivery
- Asset Management
- Corporate Finance
- Financial Reporting and Controls
- Global Management
- Entrepreneurial Management
- Leadership and Management
- "Tailored" Specialization*

*A student also has the opportunity to work with faculty to develop a personalized specialty if their course of study is not represented.

Full-Time M.B.A. Requirements and Schedule

Each full-time M.B.A. class is comprised of approximately 100 individuals and students are assigned to cohorts of 50 classmates, with whom they take the modules and courses in the required curriculum.

Experiential learning projects are required in both the first and second years.

The completion of a specialization is required of all full-time M.B.A. students. Specializations are designed to allow students to develop depth and expertise in a functional or interdisciplinary business area. Specializations require a minimum of 6 elective courses.

The Full-Time M.B.A. requires the completion of 56 credits.

The Carroll School is committed to instilling a strong sense of community service in its students. In an effort to align this commitment with the Program, all M.B.A. students must fulfill a requirement of 20 hours of service to others through meaningful work as volunteers.

Full-Time M.B.A. students should plan on academic sessions from 8:30 a.m. to 5:00 p.m., Monday through Friday during the first year of study. The First-Year, Full-Time M.B.A. schedule is not available until Orientation.

Second year elective courses are taught in the late afternoon and evening, and full-time students take their electives with Evening Program students whose participation adds a wider range of knowledge and experience to class discussions and projects. Most classes meet once a week from 7:00 p.m. to 9:30 p.m. during the academic year, with a limited number meeting from 4:30 p.m. to 7:00 p.m., and a few on Saturdays.

Evening M.B.A. Program Curriculum

The Evening M.B.A. Program is designed to meet the needs of professionals who wish to continue in their careers while pursuing a graduate management degree. Students choose to complete the Evening M.B.A. through either the Self-Paced or Cohort Option. Students following the Self-Paced Option have the flexibility in the pacing of their courses. Alternatively students in the Cohort option will take the first eleven core courses together.

The required core curriculum in the Evening program provides a strong foundation in managerial, analytical, and practical management skills.

The Business Development Workshop helps students take their analytical and teamwork skills to a higher level through an innovative new-venture planning exercise, which also hones valuable presentation skills. Evening Program study is capped by two integrative courses, which look at competitive strategy and social issues from a management perspective. Students choose from a wide selection of electives for a total of 18 credits, which allows them to pursue individual interests and enhance their functional expertise.

Evening M.B.A. Requirements and Schedule

Students generally take two courses in the fall and spring semesters, but may take additional courses during the summer. Evening students must complete 56 credits of course work as well as 20 hours of community service. Most Evening program classes meet once a week from 7:00 p.m. to 9:30 p.m. during the academic year, with a limited number meeting from 4:30 p.m. to 7:00 p.m., and a few on Saturdays. Summer courses meet twice a week from 6:30 p.m. to 9:30 p.m. Evening students typically complete their degrees in four years.

For current course listings and schedules, visit www.bc.edu/schools/csom/courses.

M.B.A. Curriculum

Full-Time Program (Total 56 credits)

Management Practice Courses

- MM 720 Management Practice I: Managers Laboratory (1 credit)
- MM 730 Management Practice II: Acting in Organizations (4 credits)
- MM 740 Management Practice III: Entrepreneurship & Business Planning (3 credits)

Core Courses

- MF 701 Economics (2 credits)
- MA 713 Accounting (2 credits)
- MB 712 Managing People and Organizations (2 credits)
- MD 714 Statistics (2 credits)
- MD 716 Modeling and Decision Analysis (1 credit)
- MD 723 Operations Management (2 credits)
- MD 725 Managing in the Global Environment (1 credit)
- MD 730 Strategic Analysis (1 credit)
- MF 722 Financial Management (2 credits)
- MI 720 Information Technology for Management (2 credits)
- MK 721 Marketing (2 credits)

Electives

- Four Electives (2 credits each)
- Seven Electives (3 credits each)

Part-Time Program (Total 56 credits)

Management Practice Courses

- MM 703 Business Development Workshop (2 credits)
- MD 710 Strategic Management (3 credits)
- MD 711 Social Issues in Management (3 credits)

Core Courses

- MD 700 Economics (3 credits)
- MB 709 Managing People and Organizations (3 credits)
- MA 701 Accounting (3 credits)
- MI 703 Information Technology for Management (3 credits)
- MF 704 Financial Management (3 credits)
- MK 705 Marketing (3 credits)
- MB 702 Leadership Workshop (3 credits)
- MD 705 Statistics (3 credits)
- MD 707 Operations Management (3 credits)
- MD 708 Managing in the Global Environment (3 credits)

Electives

- Six Electives (3 credits each)

Dual Degree Programs

The Carroll School of Management, Graduate Programs collaborate with other outstanding graduate schools and programs at Boston College to offer over twenty highly regarded dual degree programs. Twenty percent of students combine their M.B.A. degree with other master's degrees such as Juris Doctor (J.D.), Finance (M.S. in Finance), and Social Work, (M.S.W.), among many others. Students are generally able to complete the requirements of a dual degree program in significantly less time than it would take to pursue each program separately. Interested applicants must apply and be admitted

to both schools involved with a program. Dual degree programs have varying requirements and, while most take three years to complete, program lengths vary from two to four years of full-time study.

Students interested in dual degree programs must apply and be admitted to both the Carroll School of Management, Graduate Programs and the participating school within the University.

Applicants should contact both admissions offices to learn about admission requirements, deadline dates, and appropriate entrance tests. The following are the twenty dual degree programs:

- M.B.A./Doctor of Philosophy in Management with a concentration in Finance (M.B.A./Ph.D.)
- M.B.A./Doctor of Philosophy in Sociology (M.B.A./Ph.D.)
- M.B.A./Juris Doctor (M.B.A./J.D.)
- M.B.A./Master of Arts in French (M.B.A./M.A.)
- M.B.A./Master of Arts in Higher Education (M.B.A./M.A.)
- M.B.A./Master of Arts in Hispanic Studies (M.B.A./M.A.)
- M.B.A./Master of Arts in Italian (M.B.A./M.A.)
- M.B.A./Master of Arts in Linguistics (M.B.A./M.A.)
- M.B.A./Master of Arts in Mathematics (M.B.A./M.A.)
- M.B.A./Master of Arts in Pastoral Ministry (M.B.A./M.A.)
- M.B.A./Master of Arts in Political Science (M.B.A./M.A.)
- M.B.A./Master of Arts in Russian (M.B.A./M.A.)
- M.B.A./Master of Arts in Slavic Studies (M.B.A./M.A.)
- M.B.A./Master of Arts in Sociology (M.B.A./M.A.)
- M.B.A./Master of Science in Accounting (M.B.A./M.S.)
- M.B.A./Master of Science in Biology (M.B.A./M.S.)
- M.B.A./Master of Science in Finance (M.B.A./M.S. in Finance)
- M.B.A./Master of Science in Geology/Geophysics (M.B.A./M.S.)
- M.B.A./Master of Science in Nursing (M.B.A./M.S.)
- M.B.A./Master of Social Work (M.B.A./M.S.W.)

Other Study Options

Global Management Opportunities

In response to the growing importance placed by corporate employers on a broad range of global experiences, the Carroll School of Management, Graduate Programs offers numerous opportunities for firsthand study of managerial decision-making in global organizations and environments.

International Management Experience

Offered annually at the end of the spring semester, the IME affords an exceptional opportunity for students to visit leading corporations and government agencies in Asia, Europe, and Latin America. Participants meet with business leaders and officials, and observe the application of management principles and strategies in the global arena. The economic, cultural, and social factors that affect the conduct of business in a variety of industries and contexts are explored in-depth.

International Consulting Project (ICP)

Students enrolled in the International Consulting Project (ICP) elective conduct and complete the research and analysis for their projects with faculty guidance over the course of the semester, and subsequently present the deliverables to the clients in their respective countries. The "M.B.A. Field Studies Project" offers U.S.-based consulting experience on behalf of a multinational corporation or new venture focused on international market penetration.

Graduate TechTrek West (GTTW)

Offered annually during the spring semester, the GTTW is a three-credit field-study course to Silicon Valley and Seattle. Coursework and visits are managerial rather than “techie” focused. Students meet with venture capitalists, CEOs and entrepreneurs, amongst other high-ranking executives from various well known companies. Participants learn firsthand from industry leaders and make valuable contacts.

Special Study

In some instances, students may wish to pursue specific areas that are not included in the regular program of study. In the second half of the M.B.A. program, there are options available to meet this need.

Directed Study (Readings or Research)

Directed Studies are exclusively for subjects considered to be of merit that are not addressed in conventional courses. They are intended to allow students to study material not included in courses in the Carroll School of Management, Graduate Programs as a complement to carefully designed programs of study. Directed Studies require a written proposal of study prepared by the students and signed by the faculty member.

The proposal is presented to the Department Chairperson and requires his/her written approval.

Any adjunct faculty member working with a student on an independent study requires the additional approval of the Associate Dean for Graduate Programs.

Additional information can be found at www.bc.edu/schools/csom/graduate/courses/directedstudy.html.

MASTER OF SCIENCE IN ACCOUNTING

The M.S. in Accounting Program is only offered on a full-time basis. Required coursework is determined by faculty through the review of the student's academic transcript.

Enrollment Options**Accounting Undergraduate Majors:**

Undergraduate accounting majors will generally begin the Program in September of each year. The Program consists of two academic semesters (fall and spring) and one summer session.

Matriculation options remain flexible for students who accept an offer with a firm prior to the start of the Program.

Non-Accounting Undergraduate Majors:

Students without an undergraduate accounting degree must begin the Program in June. Depending on the required number of courses, students will matriculate through one or two summers and two academic semesters, typically completing between ten and fourteen courses.

Curriculum

Students must complete a minimum of ten courses (30 credit-hours) to satisfy the degree requirements. Students must take a total of at least six accounting classes which include the four core M.S. in Accounting classes. Upon admission into the M.S. in Accounting Program, each student is provided with a personalized M.S. in Accounting course worksheet. This worksheet, determined by faculty review of the student's academic transcript, outlines the specific courses the student is required to take to fulfill their M.S. in Accounting degree requirements.

In addition to the academic requirements, all M.S. in Accounting students must complete ten hours of Community Service to fulfill their degree requirements.

Students are responsible for meeting the individual state requirements for taking the CPA exam. In some states, these requirements may result in additional courses.

Curriculum for Undergraduate Accounting Majors**Core Courses**

- MA 824 Financial Statement Analysis (3 credits)
- MA 825 Assurance and Consulting Services (3 credits)
- MA 826 Taxes and Management Decisions (3 credits)
- MA 827 Strategic Cost and Profitability Analysis (3 credits)

Electives

Students must take six electives (18 credits), at least two (6 credits) of which must be in accounting. The non-accounting electives can be fulfilled from the majority of Boston College's graduate course offerings and may include courses in subjects such as business law and finance.

The Carroll School provides a portfolio of additional choices in a broad range of disciplines, including business law, consulting, computer science and information technology, finance, international management, real estate, and numerous advanced graduate business courses in operations, organizational, and strategic management. Courses in these disciplines are available to M.S. in Accounting students to fulfill the elective requirements.

Curriculum for Undergraduate Non-Accounting Majors**Non-Accounting:**

- Economics/Micro-Economics
- Financial Management
- Statistics
- Law Topics for CPAs

Accounting:

- Intermediate Accounting I (or the equivalent thereof)
- Intermediate Accounting II (or the equivalent thereof)
- Financial Auditing (or the equivalent thereof)
- Federal Taxation (or the equivalent thereof)
- Cost Accounting (or the equivalent thereof)
- Accounting Information Systems (or the equivalent thereof)

Students may reduce the total number of courses required if any of the above listed prerequisites are completed before matriculation into the M.S. in Accounting Program.

Sample Elective Courses:

- MA 601 Financial Accounting Standards & Theory III (3 credits)
- MA 615 Advanced Federal Taxation (3 credits)
- MA 634 Ethics & Professionalism (3 credits)
- MA 835 Forensic Accounting (3 credits)

MASTER OF SCIENCE IN FINANCE

All M.S. in Finance students first master the sophisticated framework of financial understanding, techniques, and analysis taught in Investments, Corporate Finance, Financial Econometrics, and Management of Financial Institutions, which are the prerequisites for subsequent core courses and all finance electives. Knowledge and skills acquired in the initial courses inform advanced discussions and

exploration of innovative methodologies in Derivatives and Risk Management, Theory of Corporate Finance, and either Fixed Income Analysis or Portfolio Theory. Students exercise their aggregate knowledge and skills in the case-oriented Financial Policy course, which examines the impact of diverse strategic decisions on the value of the firm.

Requirements and Schedule

The 30-credit M.S. in Finance Program comprises eight core courses and two electives. Learning is engineered to be cumulative and reinforcing.

The Carroll School provides a portfolio of additional choices in a broad range of disciplines, including accounting, business law, consulting, computer science and information technology, international management, real estate, and numerous advanced graduate business courses in operations, organizational, and strategic management.

In addition to these 30 credits, M.S. in Finance students must complete 10 hours of Community Service to fulfill their degree requirements.

The M.S. in Finance Program is designed to meet the varied needs of finance professionals. Most classes meet from 7:00 p.m. to 9:30 p.m. during the academic year, with a limited number meeting from 4:30 p.m. to 6:50 p.m. Summer term courses meet twice a week from 6:30 p.m. to 9:30 p.m.

M.S. in Finance Program Options

Cohort (Accelerated) Option

Students are drawn from across the country and around the world to participate in the Carroll School's accelerated M.S. in Finance Program, which can be completed in one full year of study. Students take four courses in the fall and spring terms and two courses in the summer term when they may also choose to pursue an internship. Students progress through the program as a cohort. Taking all courses together not only fosters exceptional camaraderie, but also creates a supportive network—one that continues long after the Program comes to an end.

Self-Paced Option

The self-paced option is designed to meet the needs of individuals who wish to continue in their careers while pursuing advanced study. While course enrollment is flexible, self-paced students typically complete the Program in twenty months by taking two courses in the fall, spring, and summer semesters respectively.

M.S. in Finance Curriculum, Cohort Option

Fall

- MF 801 Investments
- MF 807 Corporate Finance
- MF 820 Management of Financial Institutions
- MF 852 Financial Econometrics

Spring

- At least two of the following three courses: MF 860, MF 803, MF 880
- One elective

Summer

- MF 808 Financial Policy
- One elective

M.S. in Finance Curriculum, Self-Paced

Fall

- MF 801 Investments
- MF 807 Corporate Finance

Spring

- MF 820 Management of Financial Institutions
- MF 852 Financial Econometrics

Summer

- MF 860 or MF 803 or MF 880
- One elective

Fall

- MF 860 or MF 803 or MF 880

Spring

- MF 808 Financial Policy
- One elective

PH.D. IN MANAGEMENT WITH A CONCENTRATION IN FINANCE

The Ph.D. in Management with a concentration in Finance provides graduates with the knowledge and analytical abilities they need to teach and to pursue research of the highest quality. These goals require an education that combines theory, applied research, and teaching experience.

The program begins with systematic and rigorous training in quantitative methods and economic and financial theory. A research paper, due at the end of the student's first summer in the program, begins to develop the student's ability to do original research. This development culminates in the dissertation. Training in teaching is provided in the third and fourth years, when the student participates in teaching workshops and acquires experience in the classroom.

The Ph.D. Program contains five components:

- Course Requirements
- Research Paper
- Comprehensive Examination
- Dissertation
- Research/Teaching Requirements

Each of these requirements is described below. Detailed standards for the Ph.D. candidate are published and provided to all students.

Course Requirements

Students complete a program of study that leads to competency in three areas: quantitative methods, economics, and finance. When a student enters the program he or she will be assigned an advisor. Together with the advisor the student will design a program of study to be completed prior to the comprehensive examination.

The requirements of the program of study are typically satisfied by completing sixteen courses in the first two-and-a-half years of the program. Required courses include five courses in quantitative methods, three in economics, six in finance, and several electives. In some cases coursework prior to entering the program or successful performance on waiver examinations may be substituted for required courses. However, each student must complete a minimum of twelve courses while in the program.

Research Paper

Students are expected to engage in research early in the program. All students work as research assistants for fifteen hours per week for the first two years of the program. By May 31 of their third year, students are required to submit a research paper. A more detailed description of the research paper, its standards and criteria used to evaluate it is available from, maintained, and updated by the Ph.D. Committee.

Comprehensive Examination

Satisfactory performance on a written comprehensive examination marks the student's transition from course work to full-time thesis research. The examination is intended to allow the student to demonstrate substantial knowledge of finance, economics, and quantitative methods.

The examination is taken within three months of the completion of the second year of the program. A student will have completed most course work, satisfied the breadth requirements and submitted a satisfactory research paper prior to taking the comprehensive examination.

Dissertation

The doctoral dissertation is expected to be a substantial, significant, and original contribution to knowledge. It is prepared under the guidance of a thesis committee of three or more faculty members selected by the candidate in consultation with his or her thesis advisor. Early in the process, the candidate submits a thesis proposal. The proposal is presented in a seminar to which the finance faculty and doctoral students are invited. The purpose of the presentation is to give the student an opportunity to hear the suggestions and comments of members of the Boston College finance community while the research plan is still fluid.

A thesis-defense seminar, open to the Boston College community, is held when the research is completed.

Student Support and Research/Teaching Requirement

Doctoral students are offered financial support at a competitive rate. A student in good standing may receive this support for a maximum of four years. In return for this support, the student acts as a research assistant for approximately fifteen hours per week for the first two years of the program, then teaches one course per semester or acts as a research assistant in the third and fourth years of the program.

This generous level of support is based on the fact that students are expected to devote their full energies to the program during the entire calendar year, not just the academic year.

**PH.D. IN MANAGEMENT WITH A
CONCENTRATION IN ORGANIZATION STUDIES**

The Ph.D. Program in Organization Studies at Boston College is designed for those individuals who wish to pursue an academic career at a top-tier university. The intellectual theme of the program emphasizes research that focuses on process—be it the process of self-definition, innovation, or transformation—at the individual, organizational and institutional levels of analysis. Faculty expertise falls into centers of excellence that focus on identity and identification, creativity, meaning-making, institutions and institutional theory, social cognition, conflict and negotiation, careers, and culture.

To help provide the intellectual and analytical foundation needed to conduct high-quality research and teaching, the program emphasizes a strong grounding in organizational behavior and theory, research methods (both qualitative and quantitative), and statistics. In addition to core requirements, students also take a variety of special topics courses and electives. In their first and second years, students take a rigorous set of complementary courses in micro- and macro-organizational theory, quantitative and qualitative research methods, statistics, and teaching skills. At the end of the second year, students must pass a comprehensive qualifying examination. In the third year, students may take additional courses, must complete a major empirical research project, and teach their own course. During the fourth and fifth years, students conduct their dissertation research.

**Ph.D. in Management with a Concentration in
Organization Studies Curriculum***

*Note: Students without prior management education will be required to take two M.B.A. courses in addition to the curriculum below.

Sample Schedule***First Year/Fall**

- Micro-Organizational Theory
- Statistics
- Qualitative Research Methods
- Special Topics Course

First Year/Spring

- Research in the Community
- Statistics
- Special Topics Course
- Elective

First Year/Summer

- Independent Research

Second Year/Fall

- Macro-Organizational Theory
- Quantitative Research
- Special Topics Course
- Elective

Second Year/Spring

- Research Seminar
- Teaching Seminar
- Special Topics Course
- Elective

Second Year/Summer

- Independent Research

Third Year/Fall

- Independent Research

Third Year/Spring

- Research Seminar

Third Year/Summer

- Independent Research

Fourth Year/Fall

- Dissertation Research

Fourth Year/Spring

- Dissertation Research

Fourth Year/Summer

- Dissertation Research

*The semesters in which these courses are offered may vary.

Advanced Standing and Equivalency for Graduate Degrees**Undergraduate Course Work (Full-Time M.B.A.)**

M.B.A. students who have no prior graduate management education, but have demonstrated mastery in a core subject area can receive equivalency and thus be allowed to substitute an elective for a core course.

Typically, if a student has an undergraduate major in a core course area or has taken at least two intermediate or advanced undergraduate courses in that area with grades of B or better, the student is eligible to receive equivalency.

Undergraduate Course Work (Evening M.B.A.)

M.B.A. students who have no prior graduate management education, but have demonstrated mastery in a Core subject area can receive advanced standing credit for up to two courses, thus reducing the total number of courses the student is required to complete for the M.B.A. degree by giving students credits toward their degree requirements.

Typically, if a student has an undergraduate major in a core course area or has taken at least two intermediate or advanced undergraduate courses in that area with grades of B or better, the student is eligible to receive advanced standing credit.

Students who have demonstrated mastery at the undergraduate level in more than two subjects may be granted equivalency and be allowed to substitute an elective for a Core course.

Graduate and Professional Course Work (Full-Time M.B.A.)

Students who have completed graduate management courses at other institutions accredited by the Association to Advance Collegiate Schools of Business (AACSB) may receive equivalency. Students who have recognized professional certification (e.g., CPA, CFA) may also receive equivalency. Students must have a minimum grade of B in all completed course work.

Graduate and Professional Course Work (Evening M.B.A.)

Students who have completed graduate management courses at other AACSB accredited institutions may receive advanced standing for a maximum of 12 semester credit hours. Students who have recognized professional certification (e.g., CPA, CFA) may also receive advanced standing. Students who have completed graduate management courses at non-AACSB accredited institutions will not be granted advanced standing, but may be granted equivalency and be allowed to substitute an elective for a core course. Students must have a minimum grade of B in all completed course work.

Advanced Standing for Graduate Degrees

Applicants may receive up to 12 credits of advanced standing, elective credit for masters or doctorates in any of the fields in which the Carroll School of Management, Graduate Programs offers a dual degree, concentration, or certificate program (including accounting, biology, finance, geology, law, economics, social work, nursing, linguistics, sociology, and engineering). Advanced standing for

graduate degrees are granted only to accepted students with masters or doctorates from nationally accredited, established programs in the United States.

Transfer Policy

Students should be aware that to meet the different credit and course requirements of the full-time and evening M.B.A. programs, course work in one program might not comparably meet the needs of the other. Interested students should consult with the Associate Dean for Graduate Programs to determine their best course of action. Students in the evening program who wish to accelerate their course work may take an increased course load in the evening, without needing to meet different requirements.

Students who wish to be considered for admission to another program (e.g., an Evening student seeking to apply to Full-Time) must apply and be accepted to the program of interest. A student's original application may be used for application.

Admission Information***Master of Business Administration***

Boston College's M.B.A. program welcomes applications from graduates of accredited colleges and universities. The Admissions Committee considers applicants with academic backgrounds from virtually all areas of study, including liberal arts, business administration, social sciences, physical sciences, engineering, and law.

Courses in business administration or management are not required for admission to the M.B.A. program. However, students are expected to be proficient in communication skills and mathematics. In addition, all applicants are required to take either the GMAT or GRE.

The Admissions Committee looks for evidence of sound scholarship and management potential. Work experience and academic excellence are significant criteria in their evaluation. With few exceptions, students enter the program after at least two years of full-time work experience. Leadership and community involvement are also important factors in admissions decisions.

Additional information can be found at www.bc.edu/schools/csom/graduate/mba/admission.html.

Master of Science in Accounting

The M.S. in Accounting Program welcomes applications from graduates of accredited colleges and universities. The Admissions Committee considers applicants with academic backgrounds from virtually all areas of study, including liberal arts, business administration, social sciences, physical sciences, engineering and law.

Courses in business administration or management are not required for admission to the M.S. in Accounting Program. All applicants are required to take either the GMAT or GRE.

The Admissions Committee looks for evidence of superior intellectual ability, excellent communication and interpersonal skills, and the potential for a successful career in the accounting profession. Sound undergraduate scholarship, together with internship/work experience and leadership and community involvement are significant criteria in their evaluation. Work or internship experience is not required to apply to the program; however, it can strengthen a candidate's application.

Additional information can be found at www.bc.edu/schools/csom/graduate/msa/admission.html.

Master of Science in Finance

The M.S. in Finance Program welcomes applications from graduates of accredited colleges and universities who have a strong interest in finance. Applicants with undergraduate or graduate degrees in other subject areas are encouraged to apply early so that they will have the opportunity to fulfill prerequisites that may be required.

The Admissions Committee focuses on evidence of strong academic and professional success in all aspects of the application. An applicant's quantitative ability is carefully considered due to the rigorous nature of the curriculum. In addition, most students enter the program with at least two years of relevant full-time work experience. The Committee also considers leadership and community involvement factors in the admissions process. All applicants are required to take either the GMAT or GRE.

Additional information can be found at www.bc.edu/schools/csom/graduate/msf/admission.html.

M.B.A. Dual Degrees: Master of Science in Finance or Master of Science in Accounting

Students should be admitted to both the M.B.A. and M.S. in Finance or M.S. in Accounting programs to enter the Dual Degree program. The M.B.A./M.S. in Finance program is highly analytical, and an applicant's quantitative skills are weighed heavily in the admission decision. Students are expected to be proficient in English and mathematics. All applicants are required to take either the GMAT or GRE.

The M.B.A./M.S. in Accounting program is for individuals interested in careers in public accounting, financial analysis, or financial management in a corporate or not-for-profit environment. Students are expected to be proficient in English. All applicants are required to take either the GMAT or GRE.

Ph.D. in Finance

Admission to the Ph.D. program in Finance is open to applicants who show evidence of strong intellectual abilities, a commitment to research and teaching, and previous preparation in an analytical field. Students are required to have demonstrated competence and basic knowledge of finance. A student entering the program without such a background may be required to take additional courses. The GMAT or GRE is required for admission.

Ph.D. in Organization Studies

Admission to the Ph.D. program in Organization Studies is open to applicants who show evidence of strong intellectual capabilities, a commitment to research and teaching, and previous academic preparation in fields related to management. Students are required to have demonstrated competence in the functional areas of management. Applicants who have not already received an M.B.A. or have not completed the equivalent of the M.B.A. core curriculum prior to entering the program may be required to take additional courses. The GMAT or GRE is required for admission.

International Students

All applicants who completed their undergraduate course work outside the United States must have the equivalent of an American bachelor's degree or American master's degree (equivalency to be determined by the Graduate Dean of the School). In addition, all students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL). This requirement is

waived for applicants who have completed a four-year course of study or have been enrolled for the past two years in a college or university in the United States, Canada, Great Britain, Australia, or New Zealand. The minimum required score on the TOEFL is 600 paper-based, 250 computer-based, or 100 on the IBT. An official score report should be sent to Boston College, The Carroll School of Management, Graduate Programs, Fulton 315, Chestnut Hill, MA 02467-3808, United States.

Accepted international applicants must provide financial certification for two years for the M.B.A. Program and one year for the M.S. in Finance or M.S. in Accounting Program.

Financial Assistance

Graduate Assistantships and Scholarships

The Carroll School of Management offers a number of graduate assistantships and scholarships to Full-Time M.B.A., M.S. in Finance and dual degree M.B.A./M.S. in Finance students. Assistantships and scholarships are merit-based awards and are made only at the time of admission. Awardees usually have two or more years of full-time work experience, 660 or above on the GMAT, 3.33 or above grade point average and a strong set of application materials.

NOTE: Applicants must indicate interest in receiving merit-based funding on the application.

Graduate assistantships involve research or administrative duties in exchange for a stipend. Assistantships are generally 6 hours per week assignments.

Assistantships are available to both domestic and international applicants, and can be offered in combination with academic scholarship awards. Scholarships are awarded on the basis of merit and vary in amount.

Merit-based awards are made to new students at the time of admission. Students who receive a scholarship and/or assistantship during the first year of the M.B.A. program and maintain a cumulative grade point average of at least a 3.0 are eligible for consideration for continuing support during the second year, subject to performance evaluation by their supervisor.

The M.S. in Accounting Program offers merit-based scholarships to selected admitted applicants. Awards are made only at the time of admission. Scholarships are available to both domestic and international applicants. All admitted applicants are automatically considered for an award and awardees typically show evidence of superior performance in their application materials.

Ph.D. in Finance candidates, upon completion of any necessary prerequisite courses, receive full tuition remission and an annual stipend for up to four years of full-time study. In return, each candidate works as a research assistant the first two years and as either a research assistant or teaching assistant for the second two years.

University-Administered Financial Aid

In addition to the assistantships and scholarships offered through the Carroll School of Management, Graduate Programs, the Office of Student Services offers a variety of programs to help students finance their education. Students should be aware that most loan programs charge an origination fee and should factor this into their financial planning.

CAREER STRATEGIES

The Office of Graduate Management Career Strategies supports students in achieving their career goals through placement initiatives,

career coaching, recruiting, and other services. In addition, the office serves as a bridge to corporations through its outreach activities and links to Boston College's worldwide alumni network. Specific services include the following: Board of Career Assessment and Advising, Advisors Mentoring Program, recruiting program, corporate presentations and informational sessions; interview preparation, resume books, corporate outreach, Alumni Advisory Network, and other relevant Career Resources.

ACCREDITATION

The Carroll School of Management is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The School is also a member of the Graduate Management Admission Council (GMAC) and the New England Association of Graduate Admission Professionals.

FOR MORE INFORMATION

Prospective students should direct inquiries for the M.B.A., M.S. in Finance, M.S. in Accounting, or Ph.D. in Finance Program to the Graduate Management Admissions Office at Boston College, Fulton Hall, Room 315, Chestnut Hill, MA 02467-3808; telephone: 617-552-3920; fax: 617-552-8078; www.bc.edu/carroll.

Graduate Management Practice/International

Graduate Course Offerings

MM 703 Management Practice I: Business Development Workshop
(Fall/Spring: 3)

Offered biennially

The goal of MPI is to create a learning experience for students that provides exposure to and experience in using teams to identify and communicate new business ideas to interested parties such as venture capitalists, bosses and other business partners. Each team of students is asked to produce a two-part deliverable. The first is a business plan including funding or external resources required and the organizational resources and functions needed to implement the idea. The second is a 15-minute presentation of the new business idea to a panel of experts and participating teams.

Ron Guerriero

MM 720 Management Practice I: Leading Organizations (Fall: 6)

Module 1: The Management Practice sequence begins with a one-week intensive that introduces students to the roles, functions, and responsibilities of managers in leadership roles in a complex, dynamic global environment. Students are introduced to strategic thinking based on clear analysis of the organization, its strategy, and its global environment. Module 2: This module focuses on critical aspects of the early stages of business development. Its dominant themes are the following: (1) problem and opportunity finding, entrepreneurship, and business planning; and (2) developing the diagnostic, analytical, and problem solving skills necessary in successful modern organizations.

The Department

MM 730 Management Practice II: Acting in Organizations
(Spring: 5)

Module 1: The Consulting Project. The second half of the first-year M.B.A. program centers around field work. The consulting project allows the student to apply knowledge and concepts learned in MP I and the foundation and functional courses. Module 2: The Consulting Project (continued). The emphasis in the second module is

on consulting with the client company. The first year culminates in the Diane Weiss Competition, where the students present their consulting projects to colleagues and industry judges.

The Department

MM 742 M.B.A. Core Elective I (Spring: 2)

The Department

MM 744 M.B.A. Core Elective II (Spring: 2)

The Department

MM 804 Advanced Topics: Entrepreneurial Finance (Spring: 3)

Regardless of which career path you choose, a comprehensive understanding of finance is an essential ingredient in the "recipe" for business success. No longer can the assumptions underlying financial projections be treated as "black boxes." In many cases, the answer is less important than the analytical process used to calculate it. This course is designed for students who may at some point be interested in pursuing managerial careers in the entrepreneurial sector, and covers the development of financial and business skills to identify, evaluate, start and manage new ventures. This is primarily a case study based course and each year the instructor develops new content (i.e., cases and readings) exclusively for use in the class. Based on a successful pilot program several years ago, this class now features dual enrollment each year by students from BC's Law School. Their contributions to the discussion bring an interesting perspective and dynamic to the course.

Gregory Stoller

MM 810 Communication Skills for Managers (Fall/Spring: 3)

Cross listed with MA 810

This course will focus on specific practical applications of business communication in both oral and written presentations required of M.B.A. students and future managers. Speaking assignments include informational and persuasive speaking, panel presentations, small group presentations, and business problem-solving, planning and policy review. Writing assignments include memos, analytic reports, policy definition, proposals, and formal business plans.

Wallace Coyle

Penny Harrington

MM 811 Advanced Topics: International Consulting Project
(Fall: 3)

The Department

MM 841 Advanced Topics: Management of Professional Services
(Spring: 3)

The Department

MM 842 Advanced Topics: Management/Biotechnology and Medical Devices Industries (Spring: 3)

The objective of this course is to introduce M.B.A. and/or graduate students in the biological sciences to the biotechnology and medical device industries. There are at least 8500 biotechnology or medical device companies distributed globally and their influence on the world economy has grown significantly over the past ten years. The evolution of this industry has been technology driven to some extent, but other types of factors including regulatory, legal and financial drivers have played a critical role in shaping the overall market. In this course, we will explore the historical evolution of the industry and provide students with an understanding of the basic scientific principles utilized in advancing technology in biotechnology and medical device companies. In addition, we will discuss

commercialization strategies that these companies use to maximize their market penetration. This will include sessions that cover how the market is segmented, the major competitors in the market, as well as the ways in which these companies position their products and target their customers. Finally, this course will cover how the industry is structured and regulated, as well as ways in which individual companies measure their financial success within the market.

The Department

MM 846 Advanced Topics: Strategic Decision Making (Fall: 3)

This course gives students a perspective on the strategic decisions a company is faced with as they work through the merger and acquisition process. They will learn how mergers and acquisitions have changed the landscape of corporate America, and the process companies go through as they evaluate potential acquisition targets. This course will focus valuation methodologies, deal structure, accounting issues and corporate governance. Finally, students will learn about the communication and integration activities which take place post acquisition.

The Department

MM 880 Directed Practicum (Fall: 3)

The Department

MM 888 Interim Study (Fall/Spring: 3)

The Department

MM 891-892 Thesis I and II (Fall: 3)

The Department

MM 897 Directed Readings (Fall/Spring: 3)

The Department

MM 898 Directed Research I (Fall/Spring: 3)

The Department

Accounting

Faculty

Jeffrey R. Cohen, *Professor*; B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.

Amy Hutton, *Professor*; B.A., M.B.A., Ph.D., University of Rochester

G. Peter Wilson, *Joseph L. Sweeney Professor*; B.A., M.S., Florida Atlantic University; M.S., Ph.D., Carnegie Mellon University

Mark Bradshaw, *Associate Professor*; B.B.A., M.Acc., University of Georgia; Ph.D., University of Michigan; C.P.A.

Mary Ellen Carter, *Associate Professor*; B.S. Babson College; M.B.A., Boston College; Ph.D., Massachusetts Institute of Technology; C.P.A.

Gil J. Manzoni, *Associate Professor*; B.S., Bentley College; D.B.A., Boston University

Ronald Pawliczek, *Assistant Department Chair*; B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

Sugata Roychowdhury, *Associate Professor*; B. Tech., National Institute of Technology India; M.B.A., International Management Institute India; M.S., Ph.D., University of Rochester

Kenneth B. Schwartz, *Associate Professor*; B.S., M.S., University of Rhode Island; Ph.D., Syracuse University

Susan Z. Shu, *Associate Professor*; B.B.A., University of Dubuque Iowa; M.S., Ph.D., University of Rochester

Billy Soo, *Associate Professor*; Chairperson of the Department; B.S., University of Philippines; M.S., Ph.D., Northwestern University

Lian Fen Lee, *Assistant Professor*; B.A., Nanyang Technological University; Ph.D., University of Michigan

Elizabeth Bagnani, *Adjunct Associate Professor*; B.B.A., College of William & Mary; Ph.D., University of Massachusetts Amherst

Vincent O'Reilly, *Distinguished Senior Lecturer*; B.S., Boston College; M.B.A., University of Pennsylvania

Elizabeth Quinn, *Lecturer*; B.S., Boston College; M.S.T., Northeastern, C.P.A.

Edward Taylor, Jr., *Lecturer*; B.S., Boston College; M.S.T. Bentley College, C.P.A.

Contacts

- Department Secretary: Maureen Chancey, 617-552-3940, maureen.chancey@bc.edu
- www.bc.edu/accounting

Undergraduate and Graduate Course Offerings

MA 601 Financial Accounting Standards and Theory III (Fall/Spring: 3)

Prerequisites: MA 302 (undergraduate), MA 813 (graduate)

This course examines accounting for not-for-profit organizations including pensions, deferred taxes, earnings per share, as well as interim and segment reporting. The relevance of these areas to financial statement analysis is considered.

John Glynn

MA 602 Theory and Contemporary Issues in Accounting (Spring: 3)

Prerequisites: MA 302 (undergraduate), MA 701 or MA 713 (graduate)

This course reexamines recognition and measurement issues, with emphasis on understanding the choices faced by accounting policy makers and why certain accounting methods gain acceptance while others do not. Alternate theories are presented in light of contemporary issues that affect the standard setting process.

Vincent O'Reilly

Kenneth B. Schwartz

MA 610 International Financial Reporting Standards (Spring: 3)

The goals of the IFRS course are to help students learn the differences between US GAAP and IFRS for events and circumstances where these differences and their financial statement consequences are particularly pronounced and to help students learn how to make informed judgments while preparing, auditing, or using IFRS financial statements. To this end, the course emphasizes researching, analyzing, and discussing standards, conceptual frameworks, and global financial statements related to revenue recognition, property plant and equipment, intangibles, provisions, leasing, taxes, and employee benefits.

Gil J. Manzoni

G. Peter Wilson

MA 618 Accounting Information Systems (Fall/Spring/Summer: 3)

Prerequisites: MA 021, MC 021

Cross listed with MI 618

This course will review the strategies, goals, and methodologies for designing, implementing, and evaluating appropriate internal controls and audit trails in integrated accounting systems. This course also examines the effect the internet has had on business, and its financial implications with regard to accounting information systems.

Frank Nemias

Graduate Course Offerings**MA 615 Advanced Federal Taxation (Spring/Summer: 3)***Prerequisite:* MA 405

The course aims to cover federal income tax law applied to planning for and executing business transactions and decisions. The focus is on the corporate entity, but some time will be spent on partnerships, "S" corporations, trusts, estates, and exempt organizations. Practical application of tax rules rather than technical analysis will be emphasized.

*The Department***MA 634 Ethics and Professionalism in Accounting****(Fall/Spring/Summer: 3)**

The professional role of the Certified Public Accountant is to protect the investing public, yet the CPA's profit is dependent on controlling costs and managing a portfolio of satisfied corporate clients. These realities lead to a conflict of interest that is at the heart of this course. This course will focus on the nature of professions and professionalism. Specific attention will be paid to the AICPA's code of ethics, economic and regulatory factors affecting the public accounting profession, and various aspects of the current accounting environment.

*Dave LeMoine**Vincent O'Reilly**Greg Trompeter***MA 701 Accounting (Fall/Spring/Summer: 3)**

At the outset, course work will be concerned with the development and use of accounting information to evaluate the status and performance of business enterprises. Attention will be given to the reporting of information for use by persons and institutions outside the enterprise. In the second part of the course, the focus will be on the use of accounting information in managerial decision making.

*Dave Lemoine**Ronald Pawliczek**Kenneth B. Schwartz**Susan Z. Shu***MA 713 Accounting (Fall: 2)**

The focus of the course will be on the uses of accounting information in managerial decisions. Areas of study will include evaluation of performance of a business and its units, cost and price determinations, make or buy decisions, and managerial issues to be considered in expansion and contraction decisions.

*G. Peter Wilson***MA 801 Contemporary Topics/Corporate Reporting (Spring: 2)***Prerequisite:* MA 701 or MA 713

This course covers current practices in corporate financial reporting and issues relating to asset and liability valuation and income determination. The foremost objective is to increase understanding of published financial statements by strengthening and extending technical skills in the areas of financial accounting and reporting. A second objective is to evaluate current accounting practice from a user's perspective using annual reports or press articles. Coverage spans many contemporary and controversial accounting topics, including accounting for employee stock options, earnings per share, pensions and other post-retirement benefits. The course stresses technical and critical analyses of financial reporting numbers.

*Billy Soo***MA 810 Communications Skills for Managers (Fall/Summer: 3)**

Cross listed with MM 810

During the summer, the course is offered in a blended fashion; the class meets in-person twice per week and students work online the remaining time.

This course will focus on specific practical applications of business communication in both written and oral presentations required of M.S. in Accounting students and future managers. Writing assignments include memos, analytic reports, proposals, and a variety of business correspondence. Students also write collaboratively and present as part of a panel.

*Rita Owens***MA 812 Accounting Tools for Managers (Spring: 2)***Prerequisite:* MA 713

The usefulness of accounting information in the areas of analysis, planning, and control will be studied. Cost-volume-profit relationships, budgeting, performance evaluation, and transfer pricing are included. The behavioral impact of accounting numbers and ethical issues will be examined.

*Peter DiCarlo***MA 813 Financial Accounting Practice I (Fall/Summer: 3)**

This course addresses, in a comprehensive manner, financial accounting and reporting standards. Emphasis is given to the application of accounting theory in the development of general purpose financial statements. The issues of asset valuation and income measurement are comprehensively explored.

*Louis Corsini***MA 814 Financial Accounting Practice II (Fall/Summer: 3)***Prerequisite:* MA 813

This course extends the study of the relationship between accounting theory and practice as it applies to the measurement and reporting of liabilities and stockholders' equity, as well as inter-corporate investments with special attention given to business combinations. A thorough analysis of cash flow reporting is also included.

*Gil J. Manzon***MA 815 Financial Auditing (Fall: 3)***Prerequisite:* MA 813

This course examines contemporary auditing theory and practice. The topics include the environment of the auditing profession, audit planning and analytical review, internal control, audit evidence, and auditor communications. Project assignments require students to perform various aspects of audit practice using simulated audit cases.

*Helen Brown***MA 816 Federal Taxation (Fall: 3)**

This course introduces the student to the various elements of taxation and emphasizes interpretation and application of the law. Students are challenged to consider tax implications of various economic events and to think critically about the broad implications of tax policy. The skills to prepare reasonably complex tax returns and to do basic tax research are also developed.

*Edward Taylor, Jr.***MA 817 Internal Cost Management and Control (Fall/Summer: 3)**

This course examines the technical and strategic tools used in managerial planning and control systems, with an emphasis on decision usefulness and the impact of accounting information on the

organization. Attention is directed to improving existing limitations of traditional accounting systems with respect to global competition. Ethical dimensions of managerial decision making are also emphasized.

Jeffrey R. Cohen

MA 824 Financial Statement Analysis (Fall/Spring/Summer: 3)

Prerequisite: MA 701 or MA 713

This course covers techniques and applications of financial statement analysis. It exposes students to the contemporary financial reporting environment and current reporting practices of U.S. companies. It analyzes real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports.

Elizabeth Bagnani

Mark Bradshaw

Amy Hutton

Billy Soo

MA 825 Assurance and Consulting Services (Spring/Summer: 3)

Prerequisite: MA 701 or MA 713

The primary objective of the course is to provide students with an understanding of the nature, types, and implementation issues related to assurance services. The course examines three broad areas: assurance/consulting services, external auditing, and engagements to enhance efficiency and effectiveness.

Amy LaCombe

Edward Taylor, Jr.

MA 826 Taxes and Management Decisions

(Fall/Spring/Summer: 3)

Prerequisite: MA 701 or MA 713

This course provides students with a framework for tax planning. Specific applications of the framework integrate concepts from finance, economics, and accounting to help students develop a more complete understanding of the role of taxes in business strategy (e.g., tax planning for mergers, acquisitions, and divestitures; tax arbitrage strategies; taxation of competing legal entities; employee compensation; and others).

Gil J. Manzoni

MA 827 Strategic Cost and Profitability Analysis

(Spring/Summer: 3)

Prerequisite: MA 701 or MA 713

Evaluates traditional cost accounting tools and demonstrates how these tools can be modified to meet the economic challenges of the new millennium. Issues of management control and corporate governance are given special consideration. In addition we will integrate behavioral, ethical, and international issues into the course. For example, when discussing performance evaluation, traditional financial measures may lead to earnings management. A case approach will be extensively used.

Jeffrey R. Cohen

MA 852 Advanced Topics: Finance, Accounting, and Controls in High-Tech Growth (Fall: 3)

Prerequisite: MA 701 or MA 713

This course will provide a better understanding of the key accounting, finance, and control issues of a high-growth company as it expands from a start-up organization to a mature corporation. Students will study the stages a company goes through as it expands, including

start up, development stage, ramp up, high growth, and maturity. The course will use cases to provide a realistic background in which to apply concepts students learn in the course.

Peter Minihane

George Neble

MA 897 Directed Readings in Accounting (Spring: 3)

Prerequisite: Departmental permission required

Individual or group study under the direction of a faculty member to investigate an area not covered by the regular curriculum.

Billy Soo

MA 898 Directed Research (Fall/Spring/Summer: 3)

Prerequisite: Departmental permission required

Billy Soo

MA 899 Directed Readings and Research (Fall: 3)

Prerequisite: Departmental permission required

Student research in the field of accounting under the direction of a faculty member. A written proposal is required and a paper of publishable quality is expected.

Billy Soo

Business Law

Faculty

Frank J. Parker, S.J., *Professor*; B.S., College of the Holy Cross; J.D., Fordham University Law School; M.Th., Louvain University

Christine O'Brien, *Professor*; Chairperson of the Department; B.A., J.D., Boston College

David P. Twomey, *Professor*; B.S., J.D., Boston College; M.B.A., University of Massachusetts

Stephanie M. Greene, *Associate Professor*; B.A., Princeton University; M.A., J.D., Boston College

Contacts

- Department Secretary: Kathy Kyrtatzoglou, 617-552-0410, kathleen.kyrtatzoglou.1@bc.edu
- Department Secretary: Rita Mullen, 617-552-0410, rita.mullen.1@bc.edu
- www.bc.edu/businesslaw

Undergraduate and Graduate Course Offerings

MJ 603 Cyberlaw for Business (Spring: 3)

This course examines the legal issues and challenges created by the migration of business applications to the Internet. The intersection of law, business and technology is explored in-depth in this course. Students learn some aspects of entrepreneurship with practical application to business transactions. This course covers business' digital assets, in the form of intellectual property—trademarks, copyrights, patents and trade secrets. Other topics surveyed include: contracts, licensing agreements, jurisdiction, tax, financing start-ups, privacy, speech, defamation, content control, filtering, information security, and crime. The course introduces students to critical high-tech issues necessary for effective managers of e-commerce enterprises.

Margo E.K. Reder

MJ 631 African Business (Spring: 3)

Introduction to the exciting, current state of business, politics and social interactions in Africa. For the first time since wide-spread African political independence more than one half century ago, economic independence is beginning to assert itself on the continent.

The purpose of this course will be to trace the progress being made throughout Africa for it to take its place among world-wide, self sufficient economies with sophisticated infrastructure, innovative industries, stable political systems and a developing export sector.

Frank J. Parker, S.J.

MJ 647 The Environment and Sustainability (Spring: 3)

Prerequisite: MJ 156 or equivalent

There is wide spread consensus that Planet Earth cannot easily support many of the demands upon its resources and structures being imposed upon it by the present population of the world. This state of disequilibrium promises to become even worse as population totals rise significantly in most countries. The emphasis in this course will be upon methods used for preserving and improving sustainability within the U.S. and worldwide. Fundamentals of Environmental Law, International Law and Administrative Law will be stressed. Cost estimates will be examined closely. Among subject matters to be studied are oil, water, wind, air and carbon sequestration.

Frank J. Parker, S.J.

MJ 651 Nonprofits and Their Real Estate (Spring: 3)

Prerequisite: MJ 022 or equivalent

This course will examine the astonishing multiplication of non-profit corporations throughout the American economy. Attention also will be paid to the similar rise in governmental entities: federal, state, and local. Among nonprofit and governmental subject areas to be studied are structures, goals, taxation, compensation, and interaction with the private sector. Heavy emphasis will be placed upon real estate needs and opportunities for expansion, contraction, and reconfiguration. Economy sectors to be examined will include higher education, secondary education, churches, health care delivery, and social service agencies. Attendance is mandatory unless absence is excused in advance.

Frank J. Parker, S.J.

MJ 674 Sports Law (Spring: 3)

This course studies the law as it applies to professional and amateur sport organizations. The course will focus on how to identify, analyze, and understand legal issues in general and the ramification of those issues on the sports industry specifically, with special attention given to professional teams and leagues. Among the subjects to be discussed will be antitrust law, tort law including the liability for conduct occurring in competition, contract law, constitutional law, labor law, collective bargaining, gender discrimination and Title IX, and agency law.

Frank J. Parker, S.J.

Warren K. Zola

Graduate Course Offerings

MJ 803 Topics: Law for CPAs (Spring/Summer: 3)

Course focuses on the law of commercial transactions relevant to business professionals, especially accountants. Covers the common law of contracts and comprehensively reviews the Uniform Commercial Code, emphasizing the law of sales, commercial paper, and secured transactions. Agency and major forms of doing business such as partnerships, corporations, and limited liability companies, along with securities regulation are examined. The laws of property, bankruptcy,

insurance, wills, trusts and estates, along with accountants' liability round out the course. Leading cases and major statutory laws pertaining to business regulation are discussed.

Matthew Kameron

Gerald Madek

MJ 805 Managing the Legal Environment of Business (Spring: 2)

This course provides students with a broad and detailed understanding of how the legal environment affects business. Substantive areas of the law such as torts, contracts, regulation of employment, securities, and intellectual property are presented through case analysis. Special emphasis is placed on the interrelationship between business law and ethics and the impact that each has on corporate governance, integrity, and regulation in order to focus on the distinction between making ethical decisions strictly in compliance with the law, and those made beyond the applicable legal requirements.

Richard Powers

MJ 856 Topics in Real Estate Development I (Fall: 3)

An examination of current theory and practice in modern day real estate. Topics include interests in land, title transfer, real estate finance, commercial construction, residential mortgages, federal housing, and the Big Dig. Provides the business manager with the necessary background to make informed judgments and seek proper assistance in all business decisions related to property.

Frank J. Parker, S.J.

MJ 857 Real Estate Development II (Spring: 3)

Prerequisite: MJ 856 recommended

Not open to undergraduates

This team taught course will emphasize current contested areas in real estate development practice. Subjects in commercial practice such as acquisition and disposition; restructuring; taxation; tax abatements; financing; marketing; zoning; sustainability and the like will be discussed. Leading real estate practitioners will be invited to class to make presentations on their current construction projects. Attendance is mandatory unless absence is excused in advance.

Frank Ferruggia

Frank J. Parker S.J.

Finance

Faculty

Pierluigi Balduzzi, *Professor*; B.A., Universita L. Bocconi; Ph.D., University of California

Thomas Chemmanur, *Professor*; B.S., Kerala University; P.G.D.I.M., Indian Institute of Science; Ph.D., New York University

Clifford G. Holderness, *Professor*; A.B., J.D., Stanford University; M.Sc., London School of Economics

Edward J. Kane, *Professor*; B.S., Georgetown University; Ph.D., Massachusetts Institute of Technology

Alan Marcus, *Professor and Mario J. Gabelli Endowed Professor*; B.A., Wesleyan University; Ph.D., Massachusetts Institute of Technology

Alicia Munnell, *Professor and Peter F. Drucker Chair in Management Studies*; B.A., Wellesley College; M.A., Boston University; Ph.D., Harvard University

Helen Frame Peters, *Professor*; B.A., University of Pennsylvania; M.A., Ph.D., The Wharton School

Jeffrey Pontiff, *Professor and James F. Cleary Chair in Finance*; B.A., University of Chicago; M.S., Ph.D., University of Rochester

Ronnie Sadka, *Professor*; B.Sc. and M.Sc., Tel-Aviv University; Ph.D., Northwestern University

Philip Strahan, *Professor and John L. Collins Chair in Finance*; B.A., Amherst College; Ph.D., University of Chicago

Robert A. Taggart, Jr., *Professor*; B.A., Amherst College; M.S., Ph.D., Massachusetts Institute of Technology

Hassan Tehranian, *Professor and Griffith Family Millennium Chair in Finance*; Chairperson of the Department; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

David Chapman, *Associate Professor*; B.S., Swarthmore College; M.S., Ph.D., University of Rochester

Edith Hotchkiss, *Associate Professor*; B.A., Dartmouth College; Ph.D., New York University

Darren Kisgen, *Associate Professor*; B.A., Washington University, St. Louis; Ph.D., University of Washington

Jun Qian, *Associate Professor*; B.S., University of Iowa; Ph.D., University of Pennsylvania

Oguzhan Karakas, *Assistant Professor*; B.Sc. Middle East Technical University; M.S.C., Princeton University; Ph.D., London Business School

Jonathan Reuter, *Assistant Professor*; B.A., Johns Hopkins University; Ph.D., Massachusetts Institute of Technology

Jerome Taillard, *Assistant Professor*; B.Sc., M.Sc., University of Neuchatel; Ph.D., The Ohio State University

Zhipeng Zhang, *Assistant Professor*; B.S., California Institute of Technology; Ph.D., Stanford University

Michael Barry, *Adjunct Associate Professor*; B.S., M.S., University of Massachusetts, Lowell; M.B.A., Ph.D., Boston College

Elliott Smith, C.P.A., *Senior Lecturer*; B.B.A., University of Massachusetts Amherst; M.S., Boston College

Michael Rush, *Lecturer*; B.S., University of Notre Dame; M.A., Syracuse University; M.B.A., Harvard Business School

Contacts

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- www.bc.edu/finance/

Undergraduate and Graduate Course Offerings

MF 602 Venture Capital and Investment Banking (Fall/Spring: 3)

Prerequisites: MF 127 (undergraduate), MF 807 or MF 127 (graduate)

This course covers the financing cycle common to growing companies. Aspects of VC and IBanking covered include investment criteria and analysis, corporate management, IPOs, building the book, and other services offered. The material is taught through case studies, text, and in-class discussions led by participants in certain cases.

The Department

MF 604 Money and Capital Markets (Fall/Spring: 3)

Prerequisites: MF 127 or MF 151 (undergraduate), MF 704 or higher (graduate)

This course is intended to facilitate how you learn and help you to concentrate on the important fundamentals of our vibrant financial system. As current events strongly influence the domestic and world business community, the course will include their impact on decision making within context of the lecture. Once we have an underpinning

of the market components such as interest rates, bonds, equities et alia, we will move through how the various markets for these components interact, how the government sets policy and regulation and how financial institutions function as the main participants.

Michael Rush

MF 612 The Mutual Fund Industry (Fall: 3)

Prerequisites: MF 127 (undergraduate), MF 704 or higher (graduate)

The study of mutual funds involves an understanding of the investment process and also of many other aspects of business. The mutual fund industry has developed innovative marketing and pricing strategies. It has been a leader in applying technology to transaction processing and customer service and has expanded globally on both the investment and sales fronts. Mutual funds can influence several aspects of a person's life. Investors interested in the stock or bond market will most likely consider investing in mutual funds. This course will both focus on both a detailed study of the mutual fund industry and case studies.

The Department

MF 617 Hedge Funds (Spring: 3)

Prerequisite: MF 151

The objective of this course is to broaden the students understanding of hedge funds and the markets in which they operate. The course provides an outline for understanding the structure and operation of the different styles and strategies of hedge funds. Throughout the course current issues and academic literature related to hedge funds are discussed, as is the key role played by the rapid growth of cash inflows in shaping the industry.

The Department

MF 631 International Financial Management (Fall: 3)

Prerequisite: MF 127

This is a graduate (advanced undergraduate) level (elective) course containing three parts: (1) important issues for corporate sectors and financial markets around the globe, including ownership structure, corporate governance, financing channels and decisions, risk management, capital flows and financial crises; (2) financial system and corporate sectors in a few specific emerging markets; and (3) a few cases related to topics covered in the course and a term (case) project.

The Department

MF 665 Fundamental Analysis (Fall: 3)

The objective of the course is to provide hands-on experience in financial statement analysis in a real-world setting. Students would be exposed to the appropriate tools of financial analysis, theoretical concepts, and practical valuation issues, enabling the students to provide a basis for making reasonable valuation estimates of the firm in question. In addition, the students will have developed a keen understanding of the challenges investors face in determining the earnings power of a company.

The Department

Graduate Course Offerings

MF 704 Financial Management (Fall/Spring/Summer: 3)

Prerequisite: Introduction to Accounting

Offered triennially

This course deals primarily with a firm's investment and financing decisions. Topics treated intensively include valuation and risk, capital budgeting, financial leverage, capital structure and working

capital management. Also discussed are financial statistical analysis and tools of planning and control. Some attention is given to financial institutions and their role in supplying funds to businesses and non-profit organizations.

The Department

MF 801 Investments (Fall/Spring: 3)

Prerequisite: MF 704 or MF 722

In a competitive market, investors allocate funds among financial securities in response to perceived values and subjective attitudes toward risk. This course addresses the issues that seem to determine the relative values of financial instruments and the techniques available to assist the investor in making risk/return tradeoff.

The Department

MF 803 Portfolio Theory (Fall/Spring/Summer: 3)

Prerequisites: MF 801, MF 852

This course provides a detailed introduction to quantitative portfolio management techniques. After a review of basic investment theory and statistical methods, we will concentrate our class discussion on the following issues: mean-variance portfolio construction methods in theory and in practice and the role for active quantitative portfolio management.

The Department

MF 807 Corporate Finance (Fall/Spring/Summer: 3)

Prerequisite: MF 704 or MF 722

This course studies the techniques of financial analysis, including financial statement analysis, cash budgeting, and pro forma analysis. It also covers the firm's investment and financing decisions, including the concepts of present and net present value, capital budgeting analysis, investment analysis under uncertainty, the cost of capital, capital structure theory and policy and the interrelation of the firm's investment and financing decisions.

The Department

MF 808 Financial Policy (Fall/Spring/Summer: 3)

Prerequisites: MF 801, MF 807

M.S. in Finance and M.B.A./M.S. in Finance students can take Financial Policy if they have completed 4 or more M.S. in Finance Core courses

M.B.A. students must have completed Investments and Corporate Finance in order to take Financial Policy

This course applies financial theories, techniques, and models to the study of corporate financial decisions. Aspects of corporate strategy, industry structure, and the functioning of capital markets are also addressed. Students are required to study an actual firm from the perspective of concepts and models developed in the course and present the study to the class.

The Department

MF 811 Advanced Topics: Investment Management (Fall: 3)

Developed by the Center for Investment Research and Management (CIRM), this applied-learning curriculum is offered as a three-course sequence, with student investment advisory teams competing for the opportunity to manage live money. CIRM—Phase II (MF 811) students develop proposals aimed at earning the opportunity to manage real portfolios. Course work includes portfolio strategy design, back-testing and performance analysis, implementation strategies, and financial accounting software.

Charles E. Babin

MF 820 Management of Financial Institutions (Fall/Spring/Summer: 3)

Prerequisite: MF 704 or MF 722

This course considers banks and other financial institutions as information and deal-making entities. This broad perspective is used to explain how and why changing information and contracting technologies are altering the structure of the financial services industry and financial regulation. Lectures explore the implications of these ongoing changes for the methods financial institution executives should use to measure and manage an institution's risk and return.

The Department

MF 852 Financial Econometrics (Fall/Spring/Summer: 3)

Prerequisites: Statistics and calculus

This course teaches how mathematical techniques and econometrics are used in financial research and decision making. Topics include matrix algebra, differential and integral calculus, simple linear regression, residual analysis, multivariate regression, and the generalized linear model. Students will be introduced to the latest developments in theoretical and empirical modeling.

The Department

MF 860 Derivatives and Risk Management (Fall/Spring/Summer: 3)

Prerequisite: MF 801

This course is reserved for special topics, offering advanced course work in sub-fields of finance. This year, MF 860 is an introduction to derivative assets, financial engineering, and risk management. The course covers the pricing of futures and options contracts as well as securities that contain embedded options, risk management strategies using positions in derivative securities, static hedging, and dynamic hedging. Applications from commodity, equity, bond, and mortgage-backed markets are considered.

The Department

MF 863 Ph.D. Seminar: Asset Pricing (Fall: 3)

This course is for second year Ph.D. students of finance.

The course is intended to generate enthusiastic, high quality intellectual activity around the course material. Focuses on the development of skills that will help students become conversant enough with basic theory and the current literature on asset pricing that would permit them to read critically and analyze papers in this area, develop enough expertise in selected empirical methods in finance that they will be able to use these techniques in their research, and to find potential thesis topics.

The Department

MF 866 Ph.D. Seminar: Asset Pricing Theory (Spring: 3)

This course is a quantitative Finance elective, designed for Finance majors interested in quantitative portfolio management.

This course investigates the theoretical principals of asset valuation in competitive financial markets and especially portfolio theory. Some of the topics include statistical analysis of risk and return, optimal decision under risk, portfolio theory, implementation, forecasting returns, variance, data mining, equilibrium determination of expected returns (CAPM), the efficiency of financial markets, no-arbitrage based pricing, APT and factor models, portfolio performance evaluation, and volatility in financial markets.

The Department

MF 880 Fixed Income Analysis (Fall/Spring: 3)

Prerequisite: MF 801

This course presents the fundamental theoretical concepts of financial economics. Topics include measuring and managing interest rate risk, the theory of portfolio choice, and introduction to asset such as capital assets pricing models, arbitrage pricing theory, option pricing models, and state-preference theory.

The Department

MF 881 Corporate Finance Theory (Fall/Spring: 3)

Prerequisite: MF 807

This course provides an intensive analysis of the effects of various corporate financial policy decisions on the value of the firm and includes a discussion of the effects of taxes, bankruptcy costs, and agency costs on these decisions. It also examines the interrelation of financing policy with executive compensation, mergers and acquisitions, leasing, hedging, and payout policies.

The Department

MF 897 Directed Readings (Fall/Spring/Summer: 3)

By arrangement.

The Department

MF 898 Directed Research (Fall/Spring/Summer: 3)

By arrangement.

The Department

MF 899 Directed Study (Fall/Spring/Summer: 3)

Prerequisite: Upper-level M.S. in Finance status, and consent of the faculty member and the Department Chairperson

Maximum of one directed study allowed

The student will develop a research topic in an area of finance. He or she will prepare a paper on the research findings and will present the paper before the faculty of the Finance Department. Course emphasis is on research methodology.

The Department

MF 999 Doctoral Continuation (Fall/Spring: 1)

The Department

Information Systems**Faculty**

Mary Cronin, *Professor*; B.A., Emmanuel College; M.L.S., Simmons College; M.A., Ph.D., Brown University

Robert G. Fichman, *Professor*; Chairperson of the Department; B.S.E., M.S.E., University of Michigan; Ph.D., Massachusetts Institute of Technology

James Gips, *Professor and John R. and Pamela Egan Chair*; S.B., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University

John Gallagher, *Associate Professor*; B.A., M.B.A., Boston College; Ph.D., Syracuse University

C. Peter Olivieri, *Associate Professor*; B.S., B.A., M.B.A., Boston College; Ph.D., Columbia University

Gerald Kane, *Assistant Professor*; M.Div., Emory University; M.B.A. Georgia State University; Ph.D., Emory University

Sam Ransbotham, *Assistant Professor*; B.Ch.E., M.S.M., M.B.A., Ph.D., Georgia Institute of Technology

Contacts

- Department Secretary: Katherine Martinez, 617-552-2331, katherine.martinez@bc.edu
- www.bc.edu/schools/csom/departments/informationssystem.html

Undergraduate and Graduate Course Offerings**MI 618 Accounting Information Systems (Fall/Spring: 3)**

Prerequisites: MA 021, MI 021

This course will review the strategies, goals, and methodologies for designing, implementing, and evaluating appropriate internal controls and audit trails in integrated accounting systems. This course also examines the effect the internet has had on business, and its financial implications with regard to accounting information systems. This course is open to undergraduates and graduate students.

Frank Nemia

MI 635 New Media Industries (Spring: 3)

Cross listed with MK 635

This course is designed to introduce the changing business models of new media (video game, music, movies, print, advertising, television) industries. This is achieved by examining in detail the technology enablers and disruptive forces in both the U.S. and worldwide, consumer behaviors and attitudes, and legal and regulatory concerns. A special emphasis will also be placed on media companies whose business models have been heavily influenced or altered by digital distribution.

Paul-Jon McNealy

Graduate Course Offerings**MI 703 Information Technology for Management (Fall/Spring/Summer: 3)**

Information Technology (IT) systems permeate the strategy, structure and operations of modern enterprises. IT has become a major generator of business value, especially for organizations that have the right set of resources and capabilities to exploit it. It is essential that managers become fluent with IT, so they can promote novel strategic initiatives that are increasingly IT dependent. In this course, students will obtain a broad overview of IT fundamentals, key emerging technologies, and IT managerial frameworks. Students will develop their ability to identify new opportunities presented by IT.

Mary Cronin

MI 805 TechTrek West—Graduate (Spring: 3)

Prerequisite: Permission of instructor

Enrollment is limited, admission is competitive, and participation requires the additional cost of travel

Graduate TechTrek West is a 3-credit field study to Silicon Valley and Seattle scheduled roughly from January 2, with students returning before the start of the spring semester. Preparatory course work will occur during the fall prior to the field experience. While focusing on the tech industry, TechTrek is designed to appeal to all majors. Visits will have a managerial focus, highlighting executive, marketing, finance, operations, and R&D functions.

John Gallagher

MI 811 Customer Relationship Management (Spring: 3)

Prerequisite: MK 705 or MK 721

Cross listed with MK 811

This course focuses on how new technologies will affect marketing strategies. In today's dynamic markets, firms have exciting new marketing opportunities to interact and do business with customers-particularly via the Web and new wireless technologies (e.g., PDAs and mobile phones). In this course, we will focus on understanding the underlying strategies necessary to integrate these new technologies with traditional non-electronic marketing in today's fast-paced business environment.

Katherine N. Lemon

MI 824 Data Mining (Fall: 3)

Most organizations possess increasing amounts of data on many aspects of their business. Data mining is the process of identifying patterns and relationships that are not part of the original design of the data. Data mining is used to support efforts in marketing, sales, finance, scheduling, and quality management, among many areas. This course will focus on both the management of data mining projects and the actual techniques and tools used in data mining. Much of the coursework will revolve around a "live" data mining project that we will conduct over the course of the semester.

John Spang

MI 853 E-Commerce (Fall/Spring: 2 or)

Cross listed with MD 853, MK 853

This course provides a framework for students to analyze three important and interrelated components of the wave of electronic commerce. Analyzed first is the network and security infrastructure required for business to flourish on the web. The second part of the course will examine how Internet applications are changing business processes and the strategic issues that these changes pose for corporate managers. The third part of the course focuses on a more detailed look at key industry sectors and challenges students to develop a model for the evolution of electronic commerce within each industry.

Mary Cronin

MI 897 Directed Readings (Fall/Spring: 3)

Prerequisite: Permission of the Department Chairperson

Extensive reading under the direction of a faculty member. Student presents written critiques of the reading as well as comparisons between readings.

The Department

MI 898 Directed Research I (Fall/Spring: 3)

Prerequisite: Permission of the Department Chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

The Department

MI 899 Directed Research II (Fall/Spring: 3)

Prerequisite: Permission of the Department Chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

The Department

Marketing

Faculty

Katherine N. Lemon, *Professor*; B.A., Colorado College; M.B.A., Wichita State University; Ph.D., University of California, Berkeley

Arch Woodside, *Professor*; B.S., M.B.A., Kent State University; Ph.D., Pennsylvania State University

S. Adam Brasel, *Associate Professor*; B.S., M.B.A., University of Illinois at Urbana-Champaign; Ph.D., Stanford University

Victoria L. Crittenden, *Associate Professor*; B.A., Arkansas College; M.B.A., University of Arkansas; D.B.A., Harvard University

Kathleen Seiders, *Associate Professor*; B.A., Hunter College; M.B.A. Babson College; Ph.D, Texas A&M

Gerald E. Smith, *Associate Professor*; Chairperson of the Department; B.A., Brandeis University; M.B.A., Harvard University; D.B.A., Boston University

Henrik Hagtvedt, *Assistant Professor*; B.S., University of Oslo; M.B.A., Ph.D., University of Georgia

Elizabeth G. Miller, *Assistant Professor*; B.A., Cornell University; M.A., Ph.D., The Wharton School, University of Pennsylvania

Gergana Y. Nenkov, *Assistant Professor*; B.A. American University in Bulgaria; Ph.D., University of Pittsburgh

Ashutosh Patil, *Assistant Professor*; B.S. University of Pune, India; M.B.A. University of California, Berkley; Ph.D., Georgia Institute of Technology

Linda C. Salisbury, *Assistant Professor*; B.S., State University of New York at Albany; M.S., M.B.A., Rensselaer Polytechnic Institute; Ph.D., University of Michigan

Maria Sannella, *Lecturer*; B.A., San Jose State College; M.Ed., M.B.A., Ph.D., Boston College

Audrey Azoulay, *Visiting Assistant Professor*; B.A., M.A., Sorbonne; Ph.D., HEC Paris

Contacts

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- Department fax number: 617-552-6677
- www.bc.edu/marketing

Undergraduate and Graduate Course Offerings

MK 620 Marketing Information Analytics (Spring: 3)

Prerequisite: MK 021 or MK 705 or MK 721

This course will present a range of analytical methodologies and tools addressing a very rapidly changing market place. While much of the analytical content applies to any channel or medium, it is clear that technological innovation in the online channel is the key enabler or facilitator for much of what will be encountered in this course. The technology revolution necessitates new approaches to marketing. Learning experiences will use tools like Excel (standard Analysis ToolPak) and generic SQL queries (using Oracle or MySQL). These will be augmented with R (aka S-Plus) for some of the more sophisticated statistical analyses.

Michael Berry

MK 630 Special Topic: Tourism and Hospitality Management (Spring: 3)

Prerequisite: MK 021 or MK 705 or MK 721

This course provides students with a basic understanding of the various decisions, processes, metrics, and outcomes relating to

managing tourism and hospitality services and enterprises. Uses case discussions, lectures, and group projects to enable students to make rational and logical marketing decisions in tourism and hospitality management.

Arch Woodside

MK 635 New Media Industries (Spring: 3)

Prerequisite: MK 021 or MK 705 or MK 721

Cross listed with MI 635

This course is designed to introduce the changing business models of new media (video game, music, movies, print, advertising, television) industries. This is achieved by examining in detail the technology enablers and disruptive forces in both the U.S. and worldwide, consumer behaviors and attitudes, and legal and regulatory concerns. A special emphasis will also be placed on media companies whose business models have been heavily influenced or altered by digital distribution.

Paul-Jon McNealy

Graduate Course Offerings

MK 705 Marketing (Fall/Spring: 3)

This course focuses on the managerial skills, tools, and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services, and ideas. The material is presented in a three-part sequence. Part one deals with understanding the market place. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions, and distribution. Part three of the course deals with overall strategy formulation and control of the marketing function. Students in this course will come to understand the critical links between marketing and the other functional areas of management.

Sandra Bravo

Arch Woodside

MK 721 Marketing (Fall: 2)

This course focuses on the managerial skills, tools, and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services, and ideas. The material is presented in a three-part sequence. Part one deals with understanding the market place. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions, and distribution. Part three of the course deals with overall strategy formulation and control of the marketing function. Students in this course will come to understand the critical links between marketing and the other functional areas of management.

Gerald E. Smith

MK 801 Marketing Research (Fall/Spring: 3)

Prerequisite: MK 705 or MK 721

Addresses the methods and techniques of securing information essential to reducing risk in management decision making and effectively solving marketing problems. Subjects include research design, data collection methods, planning research, sampling, data analysis, and the applications of research to the task of managing the marketing effort. Case projects developed.

Paul Berger

S. Adam Brasel

MK 803 Product Planning and Strategy (Spring: 3)

Prerequisites: MK 705 or MK 721, and at least one other marketing elective

Designed for students interested in careers in product/brand management, planning, marketing research, or sales management. Exposes students to the product development process and the key elements in effective market planning through lectures, cases, guest speakers, and a term project. Students work in teams and are assigned to live companies—new ventures or established firms—that require assistance in preparing marketing plans for their service, consumer product, or industrial product.

Robert Ristagno

MK 804 Consumer Behavior (Spring: 3)

Prerequisites: MK 705 or MK 721. MK 801 is also recommended.

Emphasizes the need for managers to understand how and which consumers make buying decisions in order to enhance the effectiveness of marketing strategies. Analyzes psychological variables such as perception, motivation, learning, attitudes and personality and sociological variables such as culture, the family, social class, and reference group. It assesses their importance to the marketing of products and services.

Sandra Bravo

MK 805 Marketing Strategy (Spring/Summer: 3)

Prerequisite: MK 705 or MK 721, and one other marketing elective

This course builds on the core marketing course and integrates the various aspects of marketing to explore strategic marketing issues. Extensive case analysis and financial and analytical tools are used to examine: marketing growth strategies, target market strategies, external factors, marketing program development, the marketing organization, and implementation of marketing strategy. Students learn to formulate marketing strategies and estimate the financial and marketing outcomes of implementing such strategies. Quantitative methods, including finance and accounting tools will be used throughout the course.

Aurdey Azoulay

MK 807 International Marketing Management (Fall: 3)

Prerequisite: MK 705 or MK 721

Provides students with a basic understanding of the various components of marketing in a global environment and their interrelationships. Uses case discussions, lectures, and group projects to enable students to make rational and logical marketing decisions in the international marketplace.

Gergana Y. Nenkov

MK 808 Communication and Promotion (Fall: 3)

Prerequisite: MK 705 or MK 721

This course explores the field of marketing communications from the perspective of a marketing or brand manager. It shows how to manage each element of the promotional mix to achieve an effective communications strategy. Students learn how to develop advertising objectives and strategies, positioning strategy, media strategy, how to measure and test buyer response to marketing communications, and how to manage the relationship between client and agency. The course is particularly useful to those interested in careers in product management, advertising, public relations, direct marketing, internet marketing, or careers involving the introduction of new products.

S. Adam Brasel

MK 810 Business to Business Marketing (Summer: 3)

This course is a managerially-oriented, case-based course with the goal of developing students' ability to formulate effective marketing strategy for organizational customers. The underlying foundation of the course is the notion that organizational buying behavior has profound differences compared to consumer buying behavior—in terms of the number and nature of members of the buying unit and the nature of the buying decision process. Specifically, the course builds on the concept that B2B customers are more value-driven in their purchases than are individual consumers. Pedagogically, the course uses an interactive discussion format developing students' decision-making, analytical, and communication skills.

John Teopaco

MK 811 Customer Relationship Management (Fall: 3)

Prerequisite: MK 705 or MK 721

Cross listed with MD 811

A fundamental shift has occurred in marketing from managing and marketing products to understanding and managing customers. This necessitates an understanding of the customer management process, and the ability to develop and grow profitable customer relationships. In this course, students will learn the critical tools needed for successful customer management. It teaches strategic and analytic skills relating to customer selection and acquisition, customer management, customer retention and customer lifetime value. As firms seek to make their marketing investments financially accountable, it also provides students with an understanding of the link between marketing and finance.

Katherine N. Lemon

MK 813 Services Marketing (Spring: 3)

Prerequisites: MK 705 or MK 721. MK 801 is also recommended.

This course will concentrate on the customer—from identifying viable customer segments, targeting specific niches or groups of customers, developing marketing programs to satisfy their needs, providing them with superior service and through assessing the firm's effectiveness in terms of customer attraction and loyalty. This course will focus on marketing tools, techniques, and strategies necessary for managing service institutions, as well as the strategic use of market information.

Linda C. Salisbury

MK 814 Pricing Policy/Strategy (Fall/Spring: 3)

Prerequisites: MK 705 or MK 721, as well as an understanding of the fundamentals of cost accounting

This course explores pricing strategy and shows how pricing can be managed to achieve profitability. The course is practical and hands-on. It examines current pricing practices used by many companies, and shows how they lead to distortions and problems. It suggests strategic principles that lead to more profitable pricing decisions, including methods for financial analysis that focus on pricing profitability. Other topics include value-based pricing, managing price competition, segmenting markets based on price sensitivity, segmentation pricing strategies, buyer psychology of pricing, and research methods for assessing price sensitivity.

The Department

MK 815 Strategic Brand Management (Fall/Spring: 2)

Prerequisite: MK 705 or MK 721

This course teaches students fundamental and leading-edge concepts in brand management. Students learn to develop and articulate brand strategy, how to give strategic brand direction, and how to measure strategic brand progress. They learn how to manage key relationships and functions that surround the brand, e.g., advertising, promotion, public relations, licensing, product and package design agencies. A capable brand manager has exceptional strategic, quantitative, interpersonal, and presentation skills, and must be comfortable with decision-making and leadership. The course will focus on the development and application of these skills in brand management via in-class learning, case discussion, and project work.

Nick Nugent

MK 853 Electronic Commerce (Spring: 3)

Cross listed with MI 853

This course provides a framework for students to analyze three important and interrelated components of the wave of electronic commerce. Analyzed first is the network and security infrastructure required for business to flourish on the Web. The second part of the course will examine how Internet applications are changing business processes and the strategic issues that these changes pose for corporate managers. The third part of the course focuses on a more detailed look at key industry sectors and challenges students to develop a model for the evolution of electronic commerce within each industry.

Mary Cronin

MK 897 Directed Readings (Fall/Spring/Summer: 3)

The Department

Operations Management**Faculty**

Walter H. Klein, *Professor Emeritus*; B.S., M.B.A., Ph.D., University of Pittsburgh

Larry P. Ritzman, *Galligan Professor Emeritus*; B.S., M.B.A., University of Akron; D.B.A., Michigan State University

Samuel B. Graves, *Professor*; Chairperson of the Department; B.S., U.S. Air Force Academy; M.S., D.B.A., George Washington University

Jeffrey L. Ringuest, *Professor and Associate Dean*; B.S., Roger Williams College; M.S., Ph.D., Clemson University

M. Hossein Safizadeh, *Professor*; B.B.A., Iran Institute of Banking; M.B.A., Ph.D., Oklahoma State University

Jiri Chod, *Associate Professor*; B.S., M.S., Prague School of Economics; Ph.D., Simon School of Business, University of Rochester

Joy Field, *Associate Professor*; M.S., M.B.A., Ph.D., University of Minnesota

Marta Geletkanycz, *Associate Professor*; B.S., Pennsylvania State University; M.B.A., New York University; Ph.D., Columbia University

Hassell McClellan, *Associate Professor*; B.A., Fisk University; M.B.A., University of Chicago; D.B.A., Harvard University

David C. Murphy, *Associate Professor*; B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

Mei Xue, *Associate Professor*; B.A., B.E., Tianjin University; M.S.E., A.M., University of Pennsylvania; Ph.D., The Wharton School, University of Pennsylvania

Erkut Sonmez, *Assistant Professor*; B.S., Middle East Technical University; M.S., Ph.D., Tepper School of Business, Carnegie Mellon University

Jianer Zhou, *Assistant Professor*; B.S., Fundan University; M.S., Ph.D., Simon School of Business, University of Rochester

Richard McGowan, S.J., *Adjunct Associate Professor*; B.S., Widener University; M.A., University of Delaware; M.Div., Th.M, Weston School of Theology; D.B.A., Boston University

Larry Meile, *Adjunct Associate Professor*; B.S., M.B.A., University of Wisconsin; Ph.D., Texas Tech University

Linda Boardman Liu, *Adjunct Assistant Professor*; B.Sc., Merrimack College; M.B.A., Simmons College; D.B.A., Boston University

Pieter Vanderwerf, *Adjunct Assistant Professor*; B.A., Dartmouth College; Ph.D., MIT

David R. McKenna, *Lecturer*; B.S., M.B.A., Boston College

Contacts

- Department Secretary: Joyce O'Connor, 617-552-0460, joyce.oconnor@bc.edu
- www.bc.edu/osm/

Undergraduate and Graduate Course Offerings

MD 604 Management Science (Fall: 3)

Prerequisite: MD 021, MD 707, or MD 723

Strongly recommended for students interested in operations management

Covers the most frequently used quantitative tools of management: linear programming, integer programming, network models, multiple objective and goal programming, nonlinear programming, dynamic programming, inventory models, queuing models, Markov chains, game theory, decision theory, and decision trees.

David R. McKenna

MD 606 Forecasting Techniques (Fall: 3)

Prerequisite: Previous exposure to statistics and an ability to use computing facilities

The planning process is dependent on both forecasting ability and logical decision-making. This course focuses on forecasting models of processes that occur in business, economics, and the social sciences. The techniques presented include time series models, single equation regression models, and multi-equation simulation models. The underlying theory is presented through real cases.

Richard McGowan, S.J.

MD 609 Advanced Topics: The Business of Sports (Fall: 3)

This course examines the business side of sports. The sports industry is a multi-billion dollars business and has become a pervasive element in our economy and society. This course will profile many aspects of the sporting landscape to highlight the diverse nature of the decisions, and their consequences, that confront managers relative to various financial and strategic issues in this global industry.

Warren K. Zola

MD 610 Sports Analytics (Fall: 3)

Prerequisite: A passion for sports and numbers, working knowledge of basic probability and statistics, and above average Microsoft Excel skills
Offered periodically

The focus of the course will be the development and use of quantitative analysis, particularly mathematical and statistical models,

that are widely used to assist in decision making at all levels in the management of professional sports organizations. Concentration will be on player, team and organizational performance in baseball, basketball and football for the purpose of tactical and strategic decisions. If time permits, applications in other sports (e.g., golf) will be discussed, as well as collegiate baseball.

David R. McKenna

Graduate Course Offerings

MD 700 Economics (Fall/Spring: 3)

This course covers microeconomics and macroeconomics. The microeconomics is a fairly traditional treatment of price theory which develops an analytic framework of demand and supply. Upon this base, the implications of the various market structures are considered within the usual structure/conduct/performance models with respect to behavior, price, output, and welfare implications. In macroeconomics, the variables of focus are interest rates, inflation, and unemployment. Based on an initial backdrop of the naive aggregate supply and aggregate demand concept, the Keynesian and monetary models are developed and fiscal and monetary policy explored. International trade, exchange rates, and balance of payments are also examined.

The Department

MD 705 Statistics (Fall/Spring/Summer: 3)

This course focuses on the analytical tools of statistics that are applicable to management practice. The course begins with descriptive statistics and probability and progresses to inferential statistics relative to central tendency and dispersion. In addition to basic concepts of estimation and hypothesis testing, the course includes coverage of topics such as analysis of variance and regression.

The Department

MD 707 Operations Management (Fall/Spring/Summer: 3)

Prerequisite: MD 705

This course covers the concepts, processes, and managerial skills that are needed in producing goods and services. The course focuses on decisions that convert broad policy directives into specific actions within the organization and that guide the monitoring and evaluating of the activity. The major techniques of quantitative analysis are applied to a variety of managerial decision problems. Emphasis is placed on developing formal analytical skills, especially in structured problem solving, and on recognizing the strengths, limitations, and usefulness of management science approaches.

The Department

MD 708 Managing in the Global Environment (Fall/Spring/Summer: 3)

This course introduces students to some of the salient issues concerning global industries and global strategy. The course will help students identify what characteristics make an industry global, evaluate what strategic options organizations have when competing in such industries, and develop frameworks to understand how to solve specific managerial problems associated with crafting and implementing a global strategy. The course will also expose students to how host governments influence a multinational company's actions in international markets and will introduce them to the unique issues these companies face when competing in emerging markets.

The Department

MD 710 Management Practice III: Strategic Management
(Fall/Spring/Summer: 3)

The strategic management course deals with the overall general management of an organization. It stresses the role of the manager as strategist and coordinator whose function is to integrate the conflicting internal forces that arise from among the various organizational units while simultaneously adapting to the external pressures that originate from a changing environment. Drawing on the knowledge and skills developed in the core curriculum, this course serves as the integrating experience for the M.B.A. program.

The Department

MD 711 Management Practice IV: Social Issues in Management
(Fall/Spring/Summer: 3)

Prerequisites: Management Practice I, II, and III, and M.B.A. Core

This course concentrates on the dynamic external environment surrounding the organization. It views the external environment from several perspectives: as a complex set of interrelated economic, legal, political, social, ecological, and cultural influences upon the organization, as a constellation of publics or constituencies (suppliers, unions, stockholders, government, local community, pressure groups, etc.) affecting the organization, or as a set of social issues (e.g., consumerism, pollution, discrimination, public disclosure, etc.) involving the organization and society.

The Department

MD 714 Statistics (Fall: 2)

Focuses on the analytical tools of statistics that are applicable to management practice. The student will learn how to deal with masses of data and convert those data into forms which will be the most useful for management decision making. This is the subject matter of descriptive statistics and includes graphs, histograms, and numerical measures. The student will learn how to distinguish important signals in the data from ever present noise. This is the subject matter of inferential statistics and includes hypothesis testing, confidence intervals, regression and correlation. All techniques are taught in the context of managerial decisions.

Samuel B. Graves

MD 716 Modeling and Decision Analysis (Spring: 1)

This course will show how the analysis of mathematical models using computer spreadsheets can assist those concerned with managerial decision making. Dealing with these decisions is a major part of the work of individuals at all levels in a modern organization. Using mathematical models to represent complex decision situations provides a manager with a valuable set of tools which aid management decision making. Examples and cases will be drawn from a variety of fields including corporate and strategic planning, accounting, finance, marketing, and operations management.

Jeffrey L. Ringuest

MD 723 Operations Management (Spring: 2)

Prerequisite: MD 714

This course covers the concepts, techniques, and managerial skills needed to manage the operations function found in both service and manufacturing organizations. Topics include both strategic and design decisions in operations, including operations strategy, competitive priorities, positioning strategy, process choice, process reengineering, statistical process control, managing technology, CIM, quality, learning curves, capacity, global operations, location, and layout. Such issues

make operations management an interfunctional concern that requires cross-functional understanding and coordination. These topics and techniques are studied using a blend of theory, cases, analytical techniques, class discussions, and business examples.

M. Hossein Safizadeh

MD 725 Managing in the Global Environment (Spring: 1)

This course introduces students to some of the salient issues concerning global industries and global strategy. The course will help students identify what characteristics make an industry global, evaluate what strategic options organizations have when competing in such industries, and develop frameworks to understand how to solve specific managerial problems associated with crafting and implementing a global strategy. The course will also expose students to how host governments influence a multinational company's actions in international markets and will introduce them to the unique issues these companies face when competing in emerging markets.

Mohan Subramaniam

MD 750 Management Practice IV: Managing in a Changing World
(Spring: 3)

Prerequisites: Management Practice I, II, III and M.B.A. Core

Emphasizes strategic management in the broadest possible context—in social, political, ecological, and ethical environments. These external environments are viewed as a complex set of interrelated economic, cultural, legal, social, political, and ecological influences facing the organization as it operates in domestic and global contexts; a powerful and dynamic set of constituencies affecting the enterprise; and a set of issues to which the organization must respond. Also provides a forward-looking perspective on the dominant trends and issues that shape the competitive environment in a rapidly changing economy: technology, globalization, strategic and economic alliances, new standards, and expectations for executives and corporations.

Hassell McClellan

MD 806 Strategic Planning and Implementation (Fall: 3)

Prerequisite: MD 710 or MD 740, or permission of instructor

We will explore how to develop a business strategy and implement it through readings, assignments, class discussion and a case project. This will include examining emerging strategies build with higher purpose, ethical values and inspired leadership. Students will analyze real business situations, including a start-up business; an established, successful company; and a turnaround situation. The leaders of one of those businesses will participate in the project team report outs and share their own learnings.

Darwin Gillett

MD 808 Entrepreneurship and New Ventures (Fall: 3)

Provides an introduction to the process and function of venture capital companies, where funds are sourced, the operation of a VC firm, its relationship to its funds, distributions, fees, etc. Topics include understanding how and why VCs make investment decisions. Also covered are the venture process from the entrepreneur's point of view, looking at key issues of how much money to raise, how to go about it, what VCs to target, legal issues pertaining to the raising of capital, etc. Guest lecturers will include well known Boston area venture capitalists and successful entrepreneurs who have operated venture-backed companies.

Ron Guerriero

MD 814 Risk Analysis and Simulation/Management Decision Making (Fall: 3)

Prerequisite: A degree of mathematical literacy, including statistics

This course is an introduction to building computer models of decision making systems. Students will be required to design and program a model of their choice. Specific computer languages used for simulation modeling will be discussed as well as the statistical concepts necessary for constructing such models. Application will be presented from a variety of disciplines.

Stephanie Jernigan

MD 831 Managing Projects (Spring: 3)

Prerequisite: MD 707 or MD 723

This course addresses project management from a holistic management perspective. It looks at projects as a means of achieving the strategic goals of the organization through careful integration of the functional components of the project with the existing organizational infrastructure. It emphasizes the use of effective interpersonal and communication skills to organize, plan, and control the project team.

Larry Meile

MD 832 Advanced Topics: Supply Chain Management (Spring: 2)

This course will present the student with a detailed overview of the fundamental management issues that confront those who are responsible for or are impacted by an organization's supply chain. This course will have a slant towards international business and the ethical, environmental and social issues that are related to working with suppliers in other countries. The course will be taught through lecture related to the text and class discussions related to assigned cases and articles

William Driscoll

MD 835 Advanced Topics: New Product Development (Fall: 3)

Prerequisite: Permission of instructor

Student teams take an existing product for which a viable business plan has already been developed and perform the activities necessary to bring the product to market. This involves identifying target markets, determining effective product design, identifying and costing required productive resources, identifying marketing channels, locating and garnering capital resources. The course is augmented by studying business cases and hearing from guest speakers who focus on issues that are inherent to the new product roll-out process. The deliverable will be a detailed business case for the product which will be ready for production funding and roll-out.

Larry Meile

MD 837 Advanced Topics: Strategic Deal-Making for Results (Spring: 3)

This is a course with practical case studies and innovative experiential simulations that will empower you with specific ways to proactively shape discussions and business agreements by creating partnerships, alliances and business deals with the right parties, approached in the right order/sequence, dealing with the right issues/interests, by the right means under the right to reach more optimal outcomes.

Patrick Davenport

MD 840 Advanced Topics: Social Entrepreneurship (Fall: 3)

Andrew Wolk

MD 844 Advanced Topics: International Entrepreneurship (Spring: 3)

The process of launching a venture, or working for a start-up is exciting and overwhelming. Operating the business on an international level brings with it complexity, exhilaration and, even, frustration. During the semester, we will examine more than ten countries, and analyze operations at different entrepreneurial process stages. Some will end up becoming (or already are) public corporations, larger rivals will acquire others, and some will cease operations. We'll discuss market entry, alliances, negotiations, managing growth and financing. Support from local governments, and the cultural, ethical, and human resource issues facing the entrepreneur will also be touched upon.

Gregory L. Stoller

MD 854 Management of Service Operations (Fall/Spring: 3)

Prerequisite: MD 707 or MD 723

The ever-increasing contribution of the service sector to the growth of GDP and the growing dependence of a highly automated manufacturing sector on service industries make prosperity of service operations critical to the United States' ability to compete in international markets. This course focuses on issues that are essential to the success of a service-oriented operation. Topics include focusing and positioning the service, service concept and design, operations strategy and service delivery systems, integration of functional activities, work force, and quality control issues. Much emphasis is placed on case studies and analysis of real-world scenarios.

M. Hossein Safizadeh

MD 897 Directed Readings (Fall/Spring: 3)

Extensive reading under the direction of a faculty member. Student presents written critiques of the reading as well as comparisons between readings.

The Department

MD 898 Directed Research I (Fall/Spring: 3)

Prerequisite: Permission of the Department Chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

The Department

MD 899 Directed Research II (Fall/Spring: 3)

Prerequisite: Permission of the Department Chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

The Department

Management and Organization**Faculty**

Donald J. White, *Dean Emeritus and Distinguished Professor*

Emeritus; B.S., Boston College; A.M., Ph.D., Harvard University

William R. Torbert, *Professor Emeritus*; B.A., Ph.D., Yale University

Jean M. Bartunek, *Professor and Robert A. and Evelyn J. Ferris Chair*; B.A., Maryville University; M.A., Ph.D., University of Illinois at Chicago

Mary Ann Glynn, *Joseph F. Cotter Professor*; B.A., Fordham University; M.A., Rider University; M.B.A., Long Island University; Ph.D., Columbia University

Judith R. Gordon, *Professor*; Chairperson of the Department; A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

Richard P. Nielsen, *Professor*; B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

Michael Pratt, *Professor and Fellow, Winston Center for Leadership and Ethics*; B.A., University of Dayton; M.A., Ph.D., University of Michigan

Sandra A. Waddock, *Galligan Professor*; B.A., Northeastern University; M.A., Boston College; M.B.A., D.B.A., Boston University

Judith Clair, *Associate Professor*; B.A., University of California at Los Angeles; Ph.D., University of Southern California

Bradley Googins, *Associate Professor*; B.A., Boston College; M.S.W., Boston College; Ph.D., Brandeis University

Brad Harrington, *Associate Research Professor*; B.S., Stonehill College; M.A., Boston College; Ed.D., Boston University

Candace Jones, *Associate Professor*; B.A., Smith College; M.H.R.M., Ph.D., University of Utah

Richard A. Spinello, *Associate Research Professor and Director CSOM Ethics Program*; A.B., M.B.A., Boston College; M.A., Ph.D., Fordham University

William Stevenson, *Associate Professor*; B.S., University of Maryland; M.A., Ph.D., University of California

Mohan Subramaniam, *Associate Professor*; B.Tech., M.S., University Baroda, India; M.B.A., Indian Institute of Management; D.B.A., Boston University

Simona Giorgi, *Assistant Professor*; B.S., Università Bocconi; Ph.D., Northwestern University

Spencer Harrison, *Assistant Professor*; B.A., University of Utah; M.B.A., Brigham Young University; Ph.D. Arizona State University

Metin Sengul, *Assistant Professor*; B.S., M.S., Istanbul Technical University; M.S., Texas A&M University; M.S., Ph.D., INSEAD

Tieying Yu, *Assistant Professor*; B.S., Nankai University; M.S., Fudan University; Ph.D., Texas A&M University

Contacts

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- Department Chairperson: Judith R. Gordon, 617-552-0454, gordonj@bc.edu
- www.bc.edu/orgstudies/

Graduate Course Offerings

MB 702 Management Practice II: Leadership Workshop (Fall/Spring: 3)

This course provides an examination of leadership, as well as a forum for the discussion and development of action skills and the cultivation of personal values and ethics in the art of management. Students examine their leadership styles as a step toward evolving effective modes of leadership.

The Department

MB 709 Managing People and Organizations (Fall/Spring: 3)

This course focuses on the analysis and diagnosis of organizational problems. It attempts to enable students to apply these concepts to real organizational and managerial problems. It also provides opportunities for participation in ongoing work teams while

learning about team effectiveness. Finally, students can examine their own behavior and beliefs about organizations to compare, contrast, and integrate them with the theories and observations of others.

The Department

MB 712 Managing People and Organizations (Fall: 3)

Among the major facets of organizational management, its human dynamics have consistently proven to be the most challenging to understand, predict, and control. This course introduces the accumulated knowledge about individual, group, and system-wide behavior in organizations, as well as contemporary approaches for both diagnosing and intervening in situations at each of these systems levels. Students will be exposed to theories, concepts, and important literature in the field, with frequent opportunities to integrate and apply this knowledge.

Robert Radin

MB 803 Leadership (Fall: 3)

Prerequisite: MB 709, MB 712, or consent of instructor

Explores the managerial process from the perspective of executives and managers at various levels and in diverse organizational settings. Draws on current behavior theory and research; examines the complex web of internal and external forces and contingencies acting on the manager in context. Uses a variety of teaching/learning methods, including the case method, situational exercises and diagnostic instruments, to illuminate managerial effectiveness in general as well as the student's particular style.

Mary Ann Glynn

MB 804 Nonprofit Management (Fall: 3)

This course provides an opportunity to explore essential management issues in a nonprofit context alongside topics that are somewhat unique to the nonprofit sector, or that have particularly distinct considerations for nonprofit managers, including distinctive funding methods, governance, and staffing structures. The course aims to provide future nonprofit managers, volunteers, board members, donors, or supporters with a more nuanced understanding of critical issues in management as they apply to the nonprofit sector and of important trends and issues in the sector. This is an overview designed to provide students with breadth, rather than depth, of knowledge about the nonprofit sector.

Nathan Pelsma

MB 812 Negotiating (Spring: 3)

Prerequisite: MB 709, MB 712, or permission of instructor

Have you found yourself limited in your performance because you lacked the ability to effectively negotiate for more resources, including staff, money, or time? Do you experience difficulty in handling conflict in organizations? Are you anxious to improve your ability to take a problem-solving approach to organizational dilemmas? This course assists students in becoming more effective negotiators in a range of organizational situations. Students learn the different types of negotiating approaches and practice their use in a variety of situations.

Catherine Marshall

MB 815 Women and Leadership (Spring: 3)

This course explores challenges and opportunities women face as leaders and managers in organizations. Students will examine a variety of issues: the call and character of women leaders, leadership issues throughout women's careers, essential skills and competencies,

balancing work and family, etc. Our goal is to link lessons learned from readings with our own and others' practical experience as leaders and managers of organizations. We rely on a variety of learning methods, including discussion and reflection, critique of readings, experiential exercises, connections with women leaders and managers, and guest speakers who will provide us with insights about their own experiences.

Judith Clair

MB 828 Strategic Human Resource Management (Spring: 3)

Prerequisite: MB 709, MB 712, or permission of instructor

This course adopts a strategic perspective and examines current topics in human resources from the perspective of how HRM can help the firm compete more effectively. Topics include current challenges to HRM such as downsizing, managing the changing psychological contract between employee and employer, career systems for the twenty first century, managing "knowledge" workers, managing cross culturally, and the changing legal environment. Through these topics, the student will be exposed to the HRM function and the current issues challenging HRM practitioners.

Candace Jones

MB 850 Micro-Organizational Theory (Fall: 3)

Providing the theoretical underpinnings of individual and group behavior in organizations, the seminar includes topics such as perception, emotions, motivation, socialization, commitment, group dynamics, leadership, initiative and individual agency at work. Students read the classics of organizational behavior, trace the development of thought, and evaluate current research in each of these areas.

Judith Clair

MB 858 Special Topics: Leadership (Spring: 3)

Offered periodically

This Ph.D. seminar explores theoretical and empirical approaches to leadership in organization studies with an emphasis on the connection between theories and empirics. The course examines leadership at the micro, meso, and macro levels by examining work that addresses leadership styles, attributes, and orientations; leadership-in-situ (situational, organizational, and contingent views of leadership), and leadership in broader contexts of history, culture, and time. The course emphasizes a social-psychological approach, looking at leadership in terms of the context in which it occurs, rather than the individual leader. Students are required to complete a major paper on leadership for the course.

Mary Ann Glynn

MB 871 Quantitative Research Methods (Fall: 3)

This course deals with quantitative measurement and interpretation of phenomena in organization studies. Topics include theory construction, the development of causal models, the problems of the reliability and validity of measures, survey research, questionnaire design, sampling design, interviewing techniques, data collection, coding and database design, experimental and quasi-experimental design, and meta-analysis.

William Stevenson

MB 877 Research in the Community (Spring: 3)

The purposes of this seminar are to introduce first year students to the variety of research occurring in the Organization Studies Department and to involve them in the scholarly activities of the department. Members of the Management and Organization faculty

will provide overviews of their research; students will attend research presentations that comprise the OS Research Series; and students will complete a reflection paper about their own research identity.

Michael Pratt

MB 999 Doctoral Continuation (Fall/Spring: 1)

The Department

William F. Connell School of Nursing

GRADUATE PROGRAMS

The William F. Connell School of Nursing offers a Master of Science degree program preparing individuals for advanced nursing practice and a Doctor of Philosophy degree program for qualified individuals who seek advanced study in nursing as preparation for clinical research and leadership.

Doctor of Philosophy Degree Program with a Major in Nursing

The Ph.D. Program in Nursing focuses on preparation for leadership roles in advancing nursing science, especially in clinical nursing research.

The program offers a variety of learning opportunities through course work, interdisciplinary colloquia, and collaboration through the Harvard Catalyst, independent study, and clinical research practica. Policies and procedures are consistent with those of the University. Program planning is determined according to the individual's background, research interests, and stage of development in scholarly activities.

Low student-to-faculty ratios and a research mentorship permit students to complete the program in a reasonable amount of time. Multiple resources for scholarly development are available within the University, our consortium University partners, and in the research and clinical academic centers of the Greater Boston area.

The three-year, full-time plan allows the student to take ten credits of course work per semester for the first two years of study before entering the dissertation phase of the program. Students in the four-year, part-time plan take six to seven credits of course work per semester for the first three years of study prior to beginning the dissertation phase of the program.

A combined M.S./Ph.D. option is available for individuals with a B.S.N. who wish to obtain preparation in advanced practice nursing as well as clinical nursing research.

Career Opportunities

Graduates of the program may seek positions in academic, industrial, government, or nursing practice settings where clinical research is conducted. Graduates are also prepared to begin a program of research through post-doctoral work.

Program of Study

Substantive content is acquired by taking cognates and electives to acquire and support specialty content needed to complete the dissertation. The research component of the program includes qualitative and quantitative research methods, statistics, clinical research, research practica, and dissertation advisement.

Forty-six credits are the minimum for meeting the degree requirements. Student background and interest may require additional credits.

- NU 701 Epistemology of Nursing—3 credits
- PL 593 Philosophy of Science—3 credits
- NU 712 Nursing Science Processes and Outcomes—3 credits
- NU 714 Healthcare Policy: Moral and Sociopolitical Influences—3 credits

- NU 751 Advanced Qualitative Research Methods—3 credits
- NU 752 Advanced Quantitative Research Methods for Healthcare—3 credits
- Statistics/Computer Application and Analysis of Data—3 credits
- Advanced Qualitative/Quantitative Methods—3 credits
- NU 810-813 Research Practicum I-IV—4 credits
- Cognates—6 credits
- Research Electives—6 credits
- NU 998 Doctoral Comprehensives—0 credits
- NU 901 Dissertation Advisement—3 credits
- NU 902 Dissertation Advisement—3 credits
- NU 999 Doctoral Continuation—1 credits

The areas of study are reflected in the following credit designation.

- Knowledge Development/Substance—12 credits
- Required Research Courses—12 credits
- Research Electives—6 credits
- Cognates—6 credits
- Research Practicum I-IV—4 credits
- Dissertation Advisement—6 credits

Total 46 credits

Doctoral Student Interdisciplinary Research Day

Annual interdisciplinary seminars provide doctoral students with opportunities to present their research to their peers, interdisciplinary colleagues, and faculty.

Admission Requirements

- Official transcript of bachelor's and master's degrees from programs with national accreditation in nursing
- Current R.N. license
- Current curriculum vitae
- Written statement of career goals that includes research interests
- Three letters of reference, preferably from doctorally prepared academic and service personnel, at least two of whom should be professional nurses
- 3-credit introductory or higher level statistics course
- Writing Sample
- Official report of the Graduate Record Examination Scores (within last five years)
- Application form with application fee
- Qualified applicants will be invited for pre-admission interview with faculty.
- Pre-application inquiries are welcomed.

Applications are reviewed after all credentials are received and a personal interview is scheduled. The deadline for receipt of all credentials is December 31. Please visit www.bc.edu/nursing for additional information and application materials.

Financial Aid

There are three major sources of funding for full-time students in the doctoral program in nursing at Boston College.

- University Fellowships are awarded to eligible full-time students each year on a competitive basis. Full tuition and a stipend are provided for up to two years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.

- Students are encouraged to apply for a competitive individual National Research Service Award to assist with tuition and provide a stipend.
- Research Associate positions as provided through faculty research grants. Additional grants and scholarship opportunities are available on an individual basis.

Master of Science Degree Program with a Major in Nursing

The main objective of the Master of Science degree program is to prepare nurses in advanced nursing practice, including clinical nurse specialist, nurse practitioner, and nurse anesthetist. Areas of clinical specialization are as follows: Adult Health, Gerontological, Community Health, Palliative Care, Pediatric, Women's Health, Psychiatric Mental Health Nursing, Nurse Anesthesia, and Forensics.

The focus in the specialty areas is on human responses to actual or potential health problems. The approach to clients is multi-faceted and includes the development of advanced competencies in clinical judgment.

The graduate of the Master's Program, in addition to providing theory- and evidence-based direct care, provides leadership in nursing. Additional roles of the advanced practice nurse include, indirect services such as staff development, consultation, healthcare management, and participation in research to improve the quality of patient outcomes.

Cooperating Health Agencies

Practice settings available in the city of Boston and the greater metropolitan and New England area offer rich experiences for developing advanced competencies in the nursing specialty. Community agencies include the following: Boston VNA, mental health centers, general health centers, community health centers, college health clinics, public health departments, visiting nurse associations, health maintenance organizations, nurses in private practice, and home care agencies. Additional settings include hospice, homeless shelters, schools, and prisons. Selected major teaching hospitals used include the following: Massachusetts General Hospital, Beth Israel-Deaconess Medical Center, McLean Hospital, Brigham and Women's Hospital, Boston Medical Center, and Children's Hospital.

Career Options

Graduates of the Boston College Master's Program function in traditional and non-traditional leadership roles including advanced practice as Nurse Practitioners and/or Clinical Nurse Specialists, as well as assuming leadership roles in health care and government service.

Areas of Clinical Specialization in Nursing

Adult-Gerontology Advanced Nursing Practice

As an advanced practice nurse, a graduate of this program is able to manage the health care of adolescents, adults, and elders, providing interventions to promote optimal health across a wide range of settings. Graduates also serve as advanced practice nurses in a variety of health care settings including hospitals, clinics, health maintenance organizations, hospices, home care, and community-based medical practices, and can pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Nurse Practitioner or Clinical Nurse Specialist.

Community Health Advanced Nursing Practice

As a clinical nurse specialist, a graduate of this program is able to design, implement, and evaluate nursing interventions and programs to meet the health care needs, including health promotion and disease prevention, of diverse patient populations (e.g., families, communities, special patient populations). Graduates can also serve as Community Health Clinical Nurse Specialists in a variety of settings, including home health care agencies, public health departments, and managed-care organizations, and can pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Community Health Clinical Nurse Specialist. Clinical nurse specialist practicum courses are offered every other year. Please consult with the graduate office for further information on course scheduling options.

Family Nurse Practitioner

A graduate of this program is able to deliver primary care to individuals, families, and communities across a broad range of racial/ethnic, socioeconomic, geographic, and age/development strata. Graduates can serve as a Family Nurse Practitioner in a variety of health care settings, including ambulatory settings, wellness centers, home health agencies, occupational health sites, senior centers, homeless shelters, and migrant camps. One can also pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Family Nurse Practitioner.

Pediatric Advanced Nursing Practice

As a nurse practitioner, a graduate of this clinical specialty is able to provide a wide range of primary and secondary health services for children from infancy through adolescence. Graduates can also serve as a pediatric Nurse Practitioner in a variety of health care agencies and community settings. One can also pursue national certification (through the American Nurses Credentialing Center or the National Certification Board of Pediatric Nurse Associates and Practitioners) as a pediatric Nurse Practitioner.

Women's Health Advanced Nursing Practice

As a nurse practitioner, a graduate of this clinical specialty is able to provide direct care to meet women's unique concerns and needs across the life span. Graduates can also serve as a Women's Health Nurse Practitioner or Clinical Nurse Specialist inside or outside of formal health care agencies and institutions. Graduates can also pursue national certification as a Women's Health Nurse Practitioner offered by national programs such as the National Certification Corporation.

Psychiatric Mental Health Advanced Nursing Practice

As a clinical nurse specialist or nurse practitioner, a graduate of this clinical specialty is able to conduct psychotherapy with individuals, groups, and families. Graduates can also function as a case manager for persons with psychiatric disorders, provide psychiatric consultation to primary care providers, serve as a Psychiatric-Mental Health Specialist in a variety of settings, including out-patient, partial hospitalization, day treatment, and community-based intervention programs. Graduates are eligible to seek national certification (through organizations such as the American Nurses Credentialing Center) as a Psychiatric Mental Health Nurse-Practitioner, and can apply for prescriptive authority in many states (including Massachusetts).

Palliative Care Option

The Advanced Practice Palliative Care Option is designed so that students studying palliative care will build upon knowledge provided in

the core master's curriculum and in the core clinical support courses within the specialties of adult, gerontological, pediatrics and community-health. Program graduates will be experts in the delivery of expert care to seriously ill patients and their families. Core clinical courses will deliver the needed content in the common causes of morbidity and mortality including cancer, heart disease, stroke, neurological disorders, HIV/AIDS, and chronic respiratory conditions. Students will receive 500 hours of precepted clinical experiences in facilities offering palliative care services including symptom management clinics, home health and community agencies, long-term care facilities, acute care hospitals and hospice facilities.

Nurse Anesthesia Option

The Nurse Anesthesia Option is a collaborative effort between the William F. Connell School of Nursing and Anesthesia Associates of Massachusetts. The curriculum design takes advantage of the core courses common to all Master of Science nursing specialties. In addition, students learn the advanced physiologic and pharmacologic principles specific to nurse anesthesia practice. Clinical practica at the varied facilities where Anesthesia Associates of Massachusetts provide anesthesia services give students broad hands-on experience. The 27-month full-time curriculum is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs and graduates are prepared to sit for the National Certification Examination of the Council on Certification.

Forensic Advanced Practice Nursing

A graduate of this program will be a nurse specialist with education in forensic nursing to work in a variety of areas including: emergency and acute care departments, sexual assault examination programs, correctional facilities, child/or adult protective service investigation units, psychiatric forensic treatment and evaluation units and death investigation teams. Students may pursue forensic nursing as a stand-alone specialty, an additional specialty for those nurses with master's degrees and certification in another area, or as a combined focus with a nurse practitioner track (adult, gerontological, women's health, psychiatric mental health or pediatrics) for those wishing independent practice.

Master's Program Options

Students with B.S.N.

Programs designed for registered nurses who have a baccalaureate degree in nursing from a nationally accredited nursing program include the regular Master's Program and the M.S./M.B.A., the M.S./M.A. dual degree plans, and the M.S./Ph.D. program.

The **full-time option** for the Master's program is approximately a one and a half to two year program comprised of forty-five credits.

The **part-time option**, completed in two to five years, is also forty-five credits and is identical to the full-time program of study. Students take electives and core courses prior to, or concurrently with, specialty courses.

On admission, students design individualized programs of study with the graduate office. Students will also be assigned an advisor within their specialty.

The nurse anesthesia program requires sixty-two credits of full-time course work over 27 months. The Program of study includes six credits of electives, 21 credits of core courses, and 35 credits of specialty and theory clinical practicum.

Master's Entry Option

This program is designed for those who hold baccalaureate or higher degrees in fields other than nursing and who wish to become advanced practice nurses in the following specialty areas: Adult Health, Gerontology, Family, Community, Palliative Care, Pediatrics, Women's Health, Psychiatric-mental Health Nursing, or Forensics.

During the first year, students complete requirements to sit for the registered-nurse examination in August. The second year of the program prepares students for advanced nursing practice in a specialty area. The first year requires full-time study. The remainder of the program may be completed on a part-time basis in two years. No baccalaureate degree is awarded. At the completion of the program, a Master's degree will be conferred.

Prerequisites for enrollment in the program are as follows: Courses in anatomy and physiology with laboratory (eight credits), and the following one-semester courses: life science chemistry or a comparable course, microbiology, statistics, and two social science courses. In addition, the Graduate Record Exam is required.

For further details, please visit www.bc.edu/nursing.

R.N./Master's Option

The R.N./Master's Plan is an innovative means of facilitating advanced professional education for highly qualified nurses who do not have a baccalaureate degree in nursing. The plan, predicated on adult learning principles, recognizes and maximizes students' prior educational achievement. It is designed for R.N.s who hold either an Associate Degree in Nursing, a nursing diploma, or non-nursing undergraduate or graduate degree. Credit may be received by portfolio review or actual course enrollment. The length of the program will vary with each individual's background, but it must be completed within seven years.

Dual Degree Options

M.S./M.B.A.

The M.S./M.B.A. option is a combined program for the education of advanced nursing practice, including clinical nurse specialist and nurse practitioner in the nursing master's and business administration programs in the Carroll Graduate School of Management for individuals interested in a nurse executive position. Students work toward completion of both degree requirements concurrently or in sequence. Through the overlap of electives that would meet the requirements of both programs, the total number of credits for both degrees can be reduced. Faculty advisors work with students in designing a plan of full-time or part-time study.

M.S. Nursing/M.A. Pastoral Ministry

The Connell School of Nursing and in the School of Theology and Ministry offer a dual degree program leading to two separate graduate degrees, one a Master of Science in Nursing, and one a Master of Arts in Pastoral Ministry. This program prepares students for advanced nursing practice while providing ministry skills useful in a variety of settings such as congregations, health care, and other institutional settings. The focus of care is individuals, families, and communities in need of nursing care.

The dual degree program is structured so that students can earn the two master's degrees simultaneously in three academic years or in two academic years with summer study. Programs can be extended if the student prefers part-time study. Students can choose to specialize in any of the clinical specialty areas offered at the School of Nursing

including adult, family, community, gerontological, women's, pediatric and psychiatric mental health nursing. Nurse Practitioner or Clinical Specialist options are available. The time required to complete the dual degree program is less than that required if both degrees were completed separately.

M.S./Ph.D.

A combined M.S./Ph.D. track is available for those wishing to have preparation in advanced nursing practice and clinical research.

Non-Degree Options

Non-degree options offered at the Connell Graduate School of Nursing include:

- Additional Specialty Concentration
- Special Student

The Additional Specialty Concentration is available for registered nurses who have a master's degree in nursing and who wish to enhance their educational background in an additional specialty area.

The Special Student status is for non-matriculated students with a bachelor's degree in nursing who are not seeking a degree but are interested in pursuing course work at the graduate level. Persons interested in these two options must be admitted to the Graduate School of Nursing before registering for courses.

Persons interested in these options must be admitted to the Connell Graduate School of Nursing by providing an official transcript of their B.S.N. and complete a Special Student Application before registering for courses.

Admission Requirements

The application deadline for the Master's Entry Option is November 1 for September enrollment.

The application deadline for the Nurse Anesthesia Option is September 15 for January enrollment.

The deadlines to submit a completed application for the traditional master's Options are as follows: March 1 for Summer Enrollment, April 30 for Fall enrollment, and November 15 for Spring enrollment.

International Students (students who are not U.S. citizens or permanent residents) must provide additional information. Visit www.bc.edu/nursing for more information.

Applications for the master's Program in the School of Nursing can be downloaded from www.bc.edu/nursing.

Materials required include:

- Master's Program application and application fee
- Official transcripts from all nationally accredited post-secondary institutions
- Undergraduate scholastic average of B or better
- Undergraduate statistics course (not required for R.N./M.S. applicants or Additional Specialty Concentration)
- Goal statement
- Three letters of reference (one academic, one professional, one other academic or professional)
- Results of Graduate Record Examination (GRE) within 5 years (for Master's Entry and CRNA students only)
- Copy of current R.N. license (not required for Master's Entry Program applicants)
- Nurse anesthesia applicants must have at least a year of critical care experience and ACLS and PALS certification.
- An interview may be required.

- Verification of health status and immunizations are required prior to enrollment.
- International students must take the Test of English as a Foreign Language (TOEFL).
- International students must be licensed as an R.N. in Massachusetts prior to clinical courses.
- Students in dual degree programs must apply also to the other program (M.B.A., M.A. in Pastoral Ministry)

Admission Requirements for Special Student (non degree)

- Special Student Application and application fee
 - Baccalaureate degree from a nationally accredited program with a major in nursing
 - An undergraduate scholastic average of B or better
- The Associate Dean of the Connell Graduate School of Nursing forwards the official announcement of acceptance or rejection.

Program of Study

Master of Science with a Major in Nursing

- Electives: 3 to 6 credits (depending on specialty)
- NU 415 Conceptual Basis for Advanced Nursing Practice: 3 credits
- NU 416 Ethical Reasoning and Issues in Advanced Nursing Practice: 3 credits
- NU 417 Advanced Practice Nursing within Complex Health Care Systems: 3 credits
- NU 420/426 Pharmacology/Psychopharmacology: 3 credits
- NU 430 Advanced Health Assessment Across the Life Span: 3 credits
- NU 520 Research Theory: 3 credits
- NU 672 Pathophysiologic Processes: 3 credits
- NU XXX two Specialty Practice courses: 12 credits
- NU XXX two Specialty Theory courses: 6 credits

Total: 45 credits (Nurse Anesthesia: 62 credits)

Elective Options may include NU 524 Master's Research Practicum: 3 credits*, NU 525 Integrative Review of Nursing Research: 3 credits*, Graduate level course: 3 credits.

The elective courses must be at the graduate level and may be taken in any department. Independent Study is recommended for students who have a particular interest that is not addressed in required courses in the curriculum.

General Information

Accreditation

The Master of Science Degree Program is nationally accredited by the Commission on Collegiate Nursing Education (CCNE). For additional information, visit the CCNE website at www.aacn.nche.edu. The Nurse Anesthetist program is accredited by the Council of Accreditation of Nurse Anesthesia Educational Programs.

Certification

Graduates of the Master's Program are eligible to apply for certification by the national certification organization in their area of specialization.

Financial Aid

Applicants and students should refer to the Connell School of Nursing web page for Financial Aid resources at www.bc.edu/nursing. Refer to the Financial Aid section of this Catalog for additional information regarding other financial aid information.

Housing

The Boston College Off-Campus Housing Office offers assistance to graduate students in procuring living arrangements. Housing for graduate students is available. For additional information see www.bc.edu/offices/reslife/gradhousing/accommodations.html.

Transportation

Precepted clinical practica in a wide variety of hospitals, clinics, and health-related agencies are a vital part of the nursing program. The clinical facilities are located in the greater Metropolitan Boston area. Students are responsible for providing their own transportation to and from the clinical facilities.

Faculty

Mary E. Duffy, *Professor Emerita*; B.S.N., Villanova University; M.S., Rutgers University; Ph.D., New York University
Laurel A. Eisenhauer, *Professor Emerita*; B.S., Boston College; M.S.N., University of Pennsylvania; Ph.D., Boston College
Marjory Gordon, *Professor Emerita*; B.S., M.S., Hunter College of the City University of New York; Ph.D., Boston College
Carol R. Hartman, *Professor Emerita*; B.S., M.S., University of California, Los Angeles; D.N.Sc., Boston University
Joellen Hawkins, *Professor Emerita*; B.S.N., Northwestern University; M.S., Ph.D., Boston College
Barbara Hazard, *Dean Emerita*; B.S., M.S., University of Rhode Island; Ph.D. University of Connecticut
Miriam Gayle Wardle, *Professor Emerita*; B.S., University of Pittsburgh; M.S., Boston University; Ph.D., North Carolina State University
Loretta P. Higgins, *Associate Professor Emerita*; B.S., M.S., Ed.D., Boston College
Margaret A. Murphy, *Associate Professor Emerita*; B.S., St. Joseph College; M.A., New York University; Ph.D., Boston College
Jean A. O'Neil, *Associate Professor Emerita*; B.S., M.S., Boston College; Ed.D., Boston University
Ann Wolbert Burgess, *Professor*; B.S., Boston University; M.S., University of Maryland; D.N.Sc., Boston University
Susan Gennaro, *Professor and Dean*; B.A., Le Moyne College; M.S., Pace University; D.S.N., University of Alabama at Birmingham
June Andrews Horowitz, *Professor*; B.S., Boston College; M.S., Rutgers State University of New Jersey; Ph.D., New York University
Dorothy A. Jones, *Professor*; B.S.N., Long Island University; M.S.N., Indiana University; Ed.D., Boston University
Callista Roy, *Professor and Nurse Theorist*; B.A., Mount Saint Mary's College; M.S., Ph.D., University of California, Los Angeles
Judith A. Vessey, *Leila Holden Carroll Endowed Professor in Nursing*; B.S.N., Goshen College; M.S.N., Ph.D., University of Pennsylvania
Barbara E. Wolfe, *Professor and Associate Dean for Research*; B.S.N., Syracuse University; M.S.N., Yale University; Ph.D., Boston College
Angela Frederick Amar, *Associate Professor*; B.S.N., M.S.N., Louisiana State University; Ph.D., University of Pennsylvania

Jane Erin Ashley, *Associate Professor*; B.S., California State University; M.S., Ph.D., Boston College
Rosanna F. DeMarco, *Associate Professor*; B.S., Northeastern University; M.S., Boston College; Ph.D., Wayne State University
Nancy J. Fairchild, *Associate Professor*; B.S., Boston University; M.S., University of Rochester
Pamela J. Grace, *Associate Professor*; B.S.N., M.S.N., West Virginia University; Ph.D., University of Tennessee, Knoxville
Ellen K. Mahoney, *Associate Professor*; Chairperson of the Department; B.S.N., Georgetown University; M.S.N., University of Pennsylvania; D.N.S., University of California, San Francisco
Joyce A. Pulcini, *Associate Professor*; B.S., Saint Anselm College; M.S., Boston University; Ph.D., Brandeis University
Catherine E. Read, *Associate Professor and Associate Dean Undergraduate Programs*; B.S.N., University of Illinois, Chicago; M.S.N., Salem State College; Ph.D., University of Massachusetts Lowell
Judith A. Shindul-Rothschild, *Associate Professor*; B.S., Boston College; M.S.N., Yale University; Ph.D., Boston College
Patricia A. Tabloski, *Associate Professor and Associate Dean Graduate Programs*; B.S.N., Purdue University; M.S.N., Seton Hall University; Ph.D., University of Rochester
Robin Wood, *Associate Professor and Director of Learning Labs*; B.S.N., University of Michigan; M.S., Ed.D., Boston University
Nancy A. Allen, *Assistant Professor*; B.S.N., Truman State University; M.S., University of Utah; Ph.D., University of Massachusetts Worcester
Jane Flanagan, *Assistant Professor*; B.S., University of Massachusetts Lowell; M.S., Northeastern University; Ph.D., Boston College
Katherine Gregory, *Assistant Professor*; B.S., State University of New York at Binghamton; M.S., University of Pennsylvania; Ph.D., Boston College
Susan Kelly-Weeder, *Assistant Professor*; B.S., Simmons College; M.S., Ph.D., University of Massachusetts Lowell
Natalie A. McClain, *Assistant Professor*; B.S.N., M.S.N., University of Texas Health Science Center Houston; Ph.D., University of Virginia
Deborah A. Sampson, *Assistant Professor*; B.S., Western Connecticut State University; M.S.N., Yale University; Ph.D., University of Pennsylvania
Kelly Diane Stamp, *Assistant Professor*; B.S.N., Southeast Missouri State University; M.S., Ph.D., University of South Florida
Melissa A. Sutherland, *Assistant Professor*; B.S.N., M.S.N., State University of New York at Binghamton; Ph.D., University of Virginia
Mary Thompson, *Assistant Professor*; B.S., University of Vermont; M.S., Boston College; Ph.D., University of Virginia
Danny Willis, *Assistant Professor*; B.S.N., University of Mississippi Medical Center; M.S.N., D.N.S., Louisiana State University Health Sciences Center
Lichuan Ye, *Assistant Professor*; B.S., M.S., Sichuan University; Ph.D., University of Pennsylvania
Stacey Hoffman Barone, *Clinical Associate Professor*; B.S.N., Duke University; M.S., Boston University; Ph.D., Boston College
Susan A. DeSanto-Madeya, *Clinical Associate Professor*; B.S.N., East Stroudsburg University; M.S.N., Ph.D., Widener University

Susan Emery, *Clinical Associate Professor and Director of Nurse Anesthesia Program*; B.S., Salem State College; M.S., Columbia University; Ph.D., Boston College

William Fehder, *Clinical Associate Professor*; B.S., Hunter College; M.S.N., Ph.D., University of Pennsylvania

Donna Cullinan, *Clinical Assistant Professor*; B.S., Saint Anselm College; M.S., Boston College

Holly Fontenot, *Clinical Assistant Professor*; B.S.N., Georgia Baptist College of Nursing, Mercer University; M.S., Boston College

Stacy E. Garrity, *Clinical Assistant Professor*; B.S., University of Massachusetts Boston; M.S., Boston College

Allyssa L. Harris, *Clinical Assistant Professor*; B.S., M.S., Ph.D., Boston College

Luanne Nugent, *Clinical Assistant Professor*; B.S.N., University of Massachusetts Amherst; M.S.N., Boston University; D.N.P., Regis College

Nanci Haze Peters, *Clinical Assistant Professor*; B.S., Western Connecticut State University; M.S., Northeastern University

Sherri B. St. Pierre, *Clinical Assistant Professor*; B.S., Simmons College; M.S., University of Massachusetts Lowell

M. Colleen Simonelli, *Clinical Assistant Professor and Chairperson*; B.S., Marquette University; M.S.N., Boston College; Ph.D., University of Massachusetts Lowell

Amy Smith, *Clinical Assistant Professor*; B.S., Saint Anselm College; M.S.N., Yale University; D.N.P., MGH Institute of Health Professions

Pamela A. Terreri, *Clinical Assistant Professor*; B.S., Boston College; M.S.N., Boston University

Denise B. Testa, *Clinical Assistant Professor and Assistant Director of Nurse Anesthesia Program*; B.S.N., Northeastern University; M.S., Rush University

Julianne Nemes Walsh, *Clinical Assistant Professor*; B.S., Salem State College; M.S., Boston College

Terri LaCoursiere Zuccherro, *Clinical Assistant Professor*; B.S.N., Catholic University of America; M.S.N., Emory University; Ph.D. Candidate, ABD, University of Hawaii

Vanessa Battista, *Clinical Instructor*; B.S., M.S., Columbia University

Rosemary Frances Byrne, *Clinical Instructor*; B.S., M.S., Boston College

Maureen Connolly, *Clinical Instructor*; A.D., Laboure College; M.S., Simmons College

Dorean Latecia Hurley, *Clinical Instructor*; B.S.N., University of Pittsburgh; M.S.N., Drexel University

Kathleen Mansfield, *Clinical Instructor*; B.S.N., Northeastern University; M.S.N., Simmons College

Richard Edward Ross, S.J., *Clinical Instructor*; B.S.N., University of Michigan-Ann Arbor; M.Div., Boston College

Elaine Kee Chen Siow, *Clinical Instructor*; B.S., University of Sydney; M.S., Ph.D. Candidate, ABD, University of Pennsylvania

Lori Solon, *Clinical Instructor*; B.S., Boston University; M.S.N., Columbia University

Jean Weyman, *Assistant Dean Continuing Education Programs*; B.S.N., M.S.N., Indiana University; Ph.D., Boston College

Undergraduate and Graduate Course Offerings

NU 315 Victimology (Fall: 3)

This course examines the wide range of victimization experiences from the perspective of the victim, their families and society. Crimes to be studied include robbery, burglary, car jacking, assault and battery, rape, domestic violence, stalking, homicide, arson, child sexual abuse and exploitation, child pornography crimes, federal crimes, identity theft, terrorism and Internet crimes. Emphasis will be given to exploring the etiology of trauma, motivational issues of offending, response patterns to victimization, secondary trauma effects of victimization, and community and media response. Class format will utilize cases from the forensic practice of the lecturers.

Ann Wolbert Burgess

NU 317 Forensic Mental Health (Spring: 3)

The course examines the components of human behavior that bring people into a criminal justice setting and analyzes the legal question involved. Content will cover homicide, rape, abduction, cyber crimes, stalking, domestic violence, child abuse, and criminal parenthood from the offender's perspective. Content covered includes forensic and behavioral interviewing, interrogation, role of forensic mental health examiners, case formulation, DSM IV-R diagnosis, criminal investigations and charges, state of mind, duty to warn, memory and recall, malingering, and secondary gain. Forensic cases will form the basis for discussion of each class topic.

Ann Wolbert Burgess

NU 318 Forensic Science I (Fall: 3)

This course draws on forensic science principles in cases where there has been injury or a death, including suicide, accidental, and criminal; and cases where there is a survivor and where there is a legal and/or ethical component. Specifically, the course applies a case method format to forensic science issues including crime scene photographing, fingerprinting, blood spatter, DNA, trace evidence, pattern evidence, biological evidence, forensic pathology, clinical forensics, and digital forensics.

Ann Wolbert Burgess

NU 319 Forensic Science Lab (Fall: 1)

Students will learn and use equipment and techniques from the field of forensics to process and evaluate evidence from mock crime scenes. Students will employ various diagnostic tests and methods from the sciences of serology, pathology, ballistics, molecular biology, physics, and biochemistry to solve a contrived criminal case. The laboratory experience will invite students to utilize an array of scientific techniques and to confront and deliberate the ethical and legal implications surrounding the application of forensic science in a court of law.

Ann Wolbert Burgess

Graduate Course Offerings

NU 402 Nursing Science I (Fall: 6)

Corequisites: NU 408, NU 403, NU 204

Concepts of health and age specific methods for nursing assessment of health within the context of human growth and development, culture, and the environment are emphasized. The course focuses on evaluation and promotion of optimal function of individuals across the life span. Content for each developmental level includes communication, nutrition, and physical examination as tools

for assessment and principles of teaching and learning for anticipatory guidance. This course will also focus on the theoretical basis of the nursing care of clients with altered states of health. Emphasis is placed on beginning application of the clinical reasoning process.

The Department

NU 403 Clinical Practice in Nursing I (Fall: 4)

Corequisites: NU 402, NU 408, NU 204

Provides campus and community laboratory experiences in applying theoretical concepts explored in Nursing Science I. Focus on systematic assessment of individual health status associated with maturational changes and influences by culture and environment. Clinical reasoning framework and communication theory direct the development of nursing assessment skills. Also focus on fostering skill in the planning and implementation of care for adults with an altered health status. College laboratory sessions complement the clinical practica which take place in a variety of practice settings. Clinical experiences focus on documentation, developing skills to facilitate the helping relationship, and basic psychomotor skills associated with care.

The Department

NU 406 Nursing Science II (Spring: 6)

Prerequisites: NU 402, NU 403

Corequisites: NU 204, NU 408, NU 420

This course builds on the concepts learned in Nursing Science I and examines more complex health problems across the life span. Emphasis is on independent judgment and collaborative practice. The course will focus on nursing concepts associated with the unique responses of families during the childbearing/child rearing cycle and to the events associated with acute and chronic illness of children. Principles of psychiatric nursing involved in the care of clients experiencing the stresses of mental illness will also be included. The course will also focus on individuals, families, and groups in the community.

The Department

NU 407 Clinical Practice in Nursing II (Spring: 6)

Prerequisites: NU 204, NU 402, NU 403, NU 408

Corequisites: NU 406, NU 420

This course uses a variety of clinical settings to focus on the application of the clinical reasoning process, nursing diagnoses, nursing interventions, and outcomes as they relate to the care of individuals and families across the life span. Settings will include in-patient and community agencies.

The Department

NU 408 Pathophysiology (Fall: 3)

This course offers an integrated approach to human disease. The content builds on underlying concepts of normal function as they apply to the basic processes of pathogenesis. Common health problems are introduced to explore the interrelatedness of a variety of stressors affecting physiological function.

The Department

NU 411 Nursing Synthesis Practicum (Summer: 3)

Prerequisites: NU 406-407

This course provides nontraditional nursing students with an opportunity to synthesize, to expand and, to refine nursing concepts and clinical reasoning competencies. Through an intensive clinical experience based in institutional and/or community settings, students

will be able to focus on health care needs of specific client populations, study in-depth the interventions used to restore and/or optimize health, and utilize nursing research in practice.

The Department

NU 415 Conceptual Basis for Advanced Nursing Practice (Fall/Spring: 3)

The theoretical foundations of advanced nursing practice as an art and a science are the focus of this course. Opportunities are available to explore and evaluate existing conceptual frameworks and mid-range theories currently used within the discipline. The domain of clinical judgment, including diagnostic, therapeutic, and ethical reasoning, is examined. Emphasis is placed on interrelationships among theory, research, and practice and the implementation of theory-based practice within the clinical environment.

The Department

NU 416 Ethical Reasoning and Issues in Advanced Nursing Practice (Fall/Spring: 3)

Prerequisite: NU 415

The ethical responsibilities of the advanced practice nurse and current ethical issues in health care are the focus of this course. Beginning with the philosophical and moral foundations of nursing ethics, the course examines the role of the advanced practice nurse in making ethical decisions related to patient care. The moral responsibility of the nurse as patient advocate is discussed in relation to selected ethical issues. Opportunity is provided for the student to analyze selected ethical issues in specific patient situations and in the popular press.

Pamela J. Grace

NU 417 Advanced Practice Nursing within Complex Health Care Systems (Fall/Spring: 3)

Prerequisites: NU 415-416

The scope of advanced nursing practice within complex health care systems is the focus of this course. Dimensions of advanced nursing practice are explored with particular emphasis on the following: historical development of the roles; role theory and implementation; legal/regulatory aspects; innovative practice models; patient education; collaboration and consultation; program planning, economic, political, and social factors that influence health care delivery; organizational behavior; power and change; management and leadership; evaluation, and quality improvement; and research utilization and informatics. Advanced nursing practice activities are explored across practice settings and at all levels of care.

The Department

NU 420 Pharmacotherapeutics and Advanced Nursing Practice (Spring: 3)

Prerequisite: Baccalaureate degree in nursing

This course is intended to provide the student with an understanding of pharmacology and drug therapy as it relates to advanced practice (general and/or in a clinical specialty). The interrelationships of nursing and drug therapy will be explored through study of pharmacodynamics, dynamics of patient response to medical and nursing therapeutic regimens, and patient teaching, as well as the psychosocial, economic, cultural, ethical, and legal factors affecting

drug therapy, patient responses, and nursing practice. The role of the nurse practicing in an expanded role in decision-making related to drug therapy is also included.

The Department

NU 426 Advanced Psychopharmacology (Spring: 3)

Prerequisite: Graduate standing

This course is for students who are specializing in psychiatric mental health practice and students whose professional practice requires knowledge of psychotropic drugs. The course reviews the role of the central nervous system in behavior, and drugs that focus on synaptic and cellular functions within the central nervous system. The use of psychopharmacological agents and differential diagnosis of major psychiatric disorders is a focus of each class. Ethical, multicultural, legal, and professional issues are covered with particular emphasis on prescription writing as it relates to the Clinical Specialist in Psychiatric Mental Health Nursing.

Judith Shindul-Rothschild

NU 430 Advanced Health Assessment Across the Life Span (Spring/Summer: 3)

Prerequisite: NU 672

This course is taken the semester prior to practicum entry.

Building on undergraduate course work and previous clinical experience, this course utilizes life span development and health risk appraisal frameworks as the basis for health assessment. Students master health assessment skills for individuals within family, environmental, and cultural contexts. The course provides advanced practice nursing students with planned classroom and clinical laboratory experiences to refine health assessment skills and interviewing techniques. Health promotion, health maintenance, and epidemiological principles are emphasized in relationship to various practice populations.

The Department

NU 443 Advanced Practice and Theory in Psychiatric Mental Health Nursing I (Fall: 6)

Prerequisites: NU 420, NU 430, NU 672

Corequisite: NU 445

In this combined didactic and clinical course, students learn to conduct mental health evaluations, to formulate psychiatric and nursing diagnoses, and to plan and implement short-term/initial treatment, case management, referral plans, and client services for adults, children, and families. Clinical placements (20 hours/week) are individualized to match students' interests in a variety of psychiatric-mental health (PMH) settings including mental health outpatient services and forensic practice settings. Faculty and agency preceptors assist students to develop essential evaluation and diagnostic skills, and to provide individualized, culturally sensitive nursing care, and clinical services to diverse client populations.

The Department

NU 445 Individual Psychotherapies/Advanced Practice and Psychiatric Nursing Practice (Fall: 3)

This course is a requirement for graduate students who are specializing in psychiatric mental health practice. The course is also open to non-nursing graduate students involved in counseling or psychotherapy. This course is designed to explore major approaches to individual psychotherapy, such as Psychodynamic, Humanistic, Interpersonal, Behavioral, Cognitive, Dialectical Behavioral, Brief, and

Multicultural. Commonalities and differences among the processes and techniques are discussed. Selected theorists and their approaches to psychotherapy will be examined as examples of major schools of thought concerning the nature of the psychotherapeutic relationship. Applications across the life span and among diverse populations are critically examined.

The Department

NU 450 Theoretical Found/Women's Health and Pediatric Nursing (Fall: 3)

This course focuses on theoretical knowledge for the indirect and direct roles of the advanced practice nurse in health care of women and children. Content will address use, analysis, and synthesis of theories and research, with attention to the impact of culture, ethnicity, race, socioeconomic status, and family structures. Psychosocial influences on women's health, parenting, and child development are explored. Students will interpret the roles of the advanced practice nurse in MCH as these affect and are affected by health care and health care delivery systems at the national level.

The Department

NU 453 Advanced Practice in Women's Health Nursing I (Fall: 6)

Prerequisites: NU 420, NU 430, NU 672

This course is the first of two courses in the Advanced Practice in Women's Health series. The role of the advanced practice nurse with women across the life span is explored with a focus on wellness promotion and management of common alterations in the sexuality-reproductive pattern, with special concern for cultural, ethnic, and socioeconomic diversity. Theories and research from nursing and other disciplines are synthesized and evaluated through seminars, clinical conferences, clinical experiences (20 hours/week), and course assignments.

The Department

NU 457 Advanced Practice in Ambulatory Care Nursing of Children I (Fall: 6)

Prerequisites: NU 420, NU 430, NU 672

This clinical course is the first of two advanced practice specialty nursing courses for preparing pediatric nurse practitioners. This course focuses on health promotion and maintenance, prevention of illness and disability, as well as assessment, diagnosis, and management of common pediatric problems/illnesses. Anatomical, physiological, psychological, cognitive, socioeconomic, and cultural factors affecting a child's growth and development are analyzed. Parenting practices, family life styles, ethical issues, and environmental milieu are also explored. Students engage in precepted clinical practice (20 hours/week) where they apply their cognitive, affective, and psychomotor skills, guided by critical thinking and clinical decision making.

The Department

NU 462 Advanced Theory in Adult Health Nursing I (Fall: 3)

The course focuses on understanding health patterns and optimal functional ability in a variety of sociocultural and practice settings. The course will include exploration of theories and models underlying life processes and interaction with the environment for adolescents and adults with varied health states, ages, developmental, and gender

characteristics. Ethical, diagnostic, and therapeutic reasoning processes are incorporated into developing assessment, diagnosis, intervention, and outcomes parameters.

The Department

NU 463 Advanced Practice in Adult Health Nursing I (Fall: 6)

Prerequisites: NU 420, NU 430, NU 672

This course concentrates on assessment and diagnosis within the development of advanced adult health nursing practice based on theoretical knowledge and research. Clinical learning experiences (16 hours/week) focus on the increased integration of ethical and diagnostic judgments within the health care of adults to promote their optimal level of being and functioning. Analysis of selected health care delivery systems will emphasize the identification of variables contributing to optimal levels of health care. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical practice, and course assignments.

The Department

NU 465 Advance Practice in Gerontological Nursing I (Fall: 6)

Prerequisite: NU 420, NU 430, NU 672

This course concentrates on nursing assessment, diagnosis, and interventions within gerontology based on theoretical knowledge, research, and practice. Common health problems of older adults within primary and long-term care settings are emphasized including care of persons with acute and chronic illness. Clinical learning experiences focus on the integration of ethical and diagnostic judgments within the context of functional health patterns to promote optimal levels of being and health. Selected variables within the health care delivery system that influence health are analyzed.

The Department

NU 472 Advanced Theory in Community and Family Health Nursing I (Spring: 3)

This course is the second of a series in the theory and advanced practice of community and family health nursing. It focuses on theories, concepts, and research findings in the development and evaluation of nursing interventions and strategies that promote health in aggregates and communities. Health legislation and multiple socioeconomic and environmental factors are analyzed to determine their influence on planning for family health and community well being.

The Department

NU 473 Advanced Practice in Community and Family Health Nursing I (Fall: 6)

Prerequisites: NU 420, NU 430, NU 672

This combined didactic and practicum course focuses on the assessment, diagnosis, and management of selected primary health care problems in individuals and families using critical thinking and diagnostic reasoning. Incorporation of health promotion, health maintenance and delivery of care strategies as they relate to individuals and families are emphasized. Students practice 20 hours per week in a variety of clinical settings including health departments, health centers, homeless clinics, health maintenance organizations, private practices and occupational health clinics.

The Department

NU 490 Physiologic Variables for Nurse Anesthesia I—Respiratory (Spring: 3)

Corequisites: NU 491, NU 672

This course is an in-depth study of the anatomy, physiology, and pathophysiology of the respiratory system and related anesthesia implications for the whole person. It complements physiologic principles learned in master's core courses. The concepts of ventilation and perfusion as well as oxygen transport will be examined. Assessment of baseline pulmonary function and alterations seen in common disease states will be reviewed. The effect of compromised pulmonary function and implications for the patient and the anesthesia plan will be discussed. The effect of surgery and anesthesia on the respiratory system will be emphasized.

Denise B. Testa

NU 491 Chemistry and Physics for Nurse Anesthesia Practice (Spring: 3)

Corequisites: NU 490, NU 672

This course is an in-depth study of principles of chemistry and physics as they relate to nurse anesthesia practice. Aspects of organic and biochemistry including the chemical structure of compounds and their significance in pharmacology will be explored. The role of acid-base balance in maintaining the body's internal milieu and cellular integrity will be examined. Laws of physics as they pertain to the nurse anesthesia practice will be illustrated with specific examples. The emphasis will be placed on the assimilation and integration of scientific theory into practice.

Susan A. Emery

NU 492 Basic Principles of Nurse Anesthesia Practice (Summer: 3)

Prerequisites: NU 490-491

Corequisites: NU 493-494

This course is an introduction to the clinical application of nurse anesthesia practice. An historical perspective of the nurse anesthetist role will be explored and current anesthesia practice and techniques will also be described. Students will be introduced to anesthesia delivery systems and to concepts of patient safety and advocacy. Specific local and national legal aspects of nurse anesthesia practice will be examined.

Susan A. Emery

Denise B. Testa

NU 493 Pharmacology of Anesthetics and Accessory Drugs (Summer: 3)

Prerequisites: NU 490-491

Corequisites: NU 492, NU 494

This course is a study of the pharmacologic theories as they relate to nurse anesthesia practice. The application of pharmacokinetic and pharmacodynamic principles as they relate to specific anesthetic and adjunct drugs used in anesthetic practice will be explored. Integration of theory into practice will be emphasized through the use of case studies. Ethical, legal and economic considerations of drug selection will also be discussed as the student learns to develop an anesthesia plan of care.

Susan A. Emery

NU 494 Physiologic Variables for Nurse Anesthesia II-Card (Summer: 3)

This course builds on basic concepts of the anatomy, physiology, and pathophysiology of the cardiovascular system and provides

in-depth information about the cardiovascular system and anesthesia. The impact of anesthesia on the structure and function of the heart as a pump as well as the characteristics of both systemic and pulmonary circulation will be explored. Measures to evaluate cardiovascular function, including electrocardiography, cardiac output, blood volume and arterial and venous pressures will be described using clinical examples. Alterations in normal anatomy and physiology and implications for the anesthetic plan for both non-cardiac and cardiac surgery will be discussed.

Judy Graham-Garcia

NU 502 Case Studies in Forensics (Spring: 3)

This course uses a seminar format to make practical application of forensic cases whether they are in the criminal, civil, juvenile or family court system. Content for the course will derive from legal cases and situations and include topics such as psychosis and the insanity defense, criminal profiling and ethics, standard of care and suicide, violence among school children, state of mind and killing, murder in the family, elder abuse, sexual abuse and outcome, DNA and the innocence project, wrongful conviction, depravity and evil, cyber-crimes, and bioterrorism.

Ann Wolbert Burgess

NU 520 Nursing Research Theory (Fall/Summer: 3)

Prerequisite: Undergraduate statistics course

Offered biennially

This course is open to upper-division R.N. and B.S. nursing students, non-nursing graduate students, and non-matriculated nursing students with permission of instructor.

Qualitative and quantitative research methods, including experimental/quasi-experimental, correlational, and descriptive designs, are presented. Research design considerations include fit with research questions, control of threats to validity, and sampling and data collection plans in the context of issues of language, gender, ethnicity, and culture. Clinical problems for research are identified focusing on health and nursing care.

The Department

NU 524 Master's Research Practicum (Fall/Spring: 3)

Prerequisite: NU 520 or concurrently

This course applies knowledge of the research process through the development and implementation of a clinical research proposal, a quality assurance proposal, a research utilization proposal, or through participation with faculty in ongoing research.

The Department

NU 525 Integrative Review of Nursing Research (Fall/Spring: 3)

Prerequisite: NU 520 or concurrently

The focus of the course is on the use of a systematic and analytic process in the critical analysis and synthesis of empirical nursing research on a topic related to the student's specialty area. Students work independently to develop a publishable integrative review manuscript under guidance of faculty.

The Department

NU 543 Advanced Practice and Theory in Psychiatric Mental Health Nursing (Spring: 6)

Prerequisites: NU 420, NU 430, NU 672

This second advanced practice and theory course in Psychiatric-Mental Health Nursing focuses on current clinical topics and major psychiatric diagnostic categories. Students apply DSM-IV

systems to examining clinical case material. Diagnostic and treatment issues concerning culture, race and ethnicity, gender, prevalence, prognosis, clinical course, and familial patterns are discussed. Treatment approaches and allocation of services are analyzed. Students engage in practice activities for a minimum of 250 hours which build on experiences in NU 443 to increase their diagnostic and clinical reasoning ability, and psychotherapeutic intervention skills. These two courses give students 500+ hours of supervised advanced practice clinical experience.

June Andrews Horowitz

NU 545 Couple, Family, and Group Psychotherapy in Advanced Psychiatric Mental Health Nursing (Spring: 3)

Required for graduate students who are specializing in psychiatric-mental health practice

Open to non-nursing graduate students involved in counseling or psychotherapy

This course is a requirement for graduate students who are specializing in psychiatric-mental health practice. The course is also open to non-nursing graduate students involved in counseling or psychotherapy. This course is designed to explore the major psychotherapeutic approaches for families and groups. Emphasis is on the application of theories and models of family and group psychotherapy across the life span, among diverse populations, and in traditional and non-traditional settings.

June Andrews Horowitz

NU 553 Advanced Practice in Women's Health Nursing II (Spring: 6)

Prerequisites: NU 420, NU 430, NU 672

This course builds on Maternal Child Health Advanced Theory I and II and Advanced Practice in Women's Health Nursing I. It concentrates on the role of the nurse in advanced practice with women across the life span, focusing on the development and evaluation of management strategies to promote optimal functioning in women seeking obstetrical and gynecological care, as well as the indirect role functions in advanced practice as Clinical Nurse Specialists/Nurse Practitioners. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences (20 hours/week), and course assignments.

The Department

NU 557 Advanced Practice in Ambulatory Care Nursing of Children II (Spring: 6)

Prerequisites: NU 420, NU 430, NU 672

This course builds on NU 457. The focus is on management of children with more complex or chronic health problems. Theories and research from nursing and other disciplines are synthesized, with special consideration of the influences of culture and SES on wellness and health care. Students continue in precepted clinical practice (20 hours/week) to develop advanced skills in differential diagnosis and gain increased comfort in managing psychosocial problems. In consultation with preceptors, students make referrals, develop treatment and teaching plans with clients, document accurately, and further develop confidence and competence in the role of pediatric nurse practitioner.

The Department

NU 562 Advanced Theory in Adult Health Nursing II (Spring: 3)

This course concentrates on the development, use, analysis, and synthesis of theoretical knowledge and research for intervention with advanced adult health nursing practice. The role components that constitute advanced adult health nursing practice are developed and evaluated for their potential contributions in improving the quality of adult health care. Professional, socioeconomic, political, legal, and ethical forces influencing practice are analyzed and corresponding change strategies proposed. Theories and research from nursing and other disciplines are applied and evaluated through classes and assignments. Linkages between theory, practice, and research are explored.

The Department

NU 563 Advanced Practice in Adult Health Nursing II (Spring: 6)

This course concentrates on the implementation, evaluation, and development of advanced nursing practice based on theoretical knowledge and research. Clinical learning experiences (20 hours/week) focus on the increased integration of ethical, diagnostic, and therapeutic judgments within the health care of adults to promote their optimal level of being and functioning.

The Department

NU 572 Advanced Theory in Community and Family Health Nursing II (Fall: 3)

This course is the first of a series in theories, relevant to advanced practice nurses in Family and Community Health specialties. It focuses on concepts, theories and research needed to thrive in the advanced practice role. Emphasis is on health promotion, helping individuals, families, and aggregates to attain optimum levels of wellness. Theories and related research from nursing and other disciplines are integrated, and innovative health promotion programs or practice models are showcased.

The Department

NU 573 Advanced Practice in Community and Family Health Nursing II (Spring: 6)

Prerequisites: NU 420, NU 430, NU 672

This combined didactic and practicum course continues to integrate the assessment, diagnosis, and management of selected primary health care problems for individuals and families. Building on NU 473 course content, this course emphasizes management of complex health problems. Students practice twenty hours per week to integrate theory, practice, and research as Family Nurse Practitioners.

The Department

NU 590 Physiologic Variables for Nurse Anesthesia III (Fall: 3)

Prerequisites: NU 415, NU 490-NU 494

Corequisite: NU 591

This course builds upon the clinical physiology of the neurological, endocrine, and renal systems. The focus of discussion will be on the anatomy and physiology of the nervous system including nerve action potential, neuromuscular transmission, the autonomic nervous system, neurotransmitter, and cerebral blood flow. Also, normal physiology of the endocrine and renal system will be studied, including the more commonly seen alterations in these systems. Emphasis will be placed on the anesthetic implications of caring for patients with high risk conditions.

Susan A. Emery

Denise B. Testa

NU 591 Clinical Practicum in Nurse Anesthesia I (Fall: 5)

Prerequisites: NU 415, NU 490-NU 494

Corequisite: NU 590

This course provides the opportunity for students to integrate theory into practice within the clinical setting. The focus is on the development of diagnostic, therapeutic and ethical judgments with the perioperative patient. Students progress from the care of healthy patients undergoing minimally invasive surgical procedures to the more complex patient with multiple health issues. The student begins to develop an advanced practice nursing role that integrates role theory, nursing theory, and research knowledge through weekly seminars. This course contains an intensive clinical practicum with CRNA preceptors that facilitates the development of nurse anesthetist skills.

Susan A. Emery

Denise B. Testa

NU 592 Advanced Principles for Nurse Anesthesia Practice (Spring: 3)

Prerequisites: NU 590-591

Corequisite: NU 593

This course focuses on selected problems associated with the provision of anesthesia for specialty and emergency surgeries. It explores anesthesia considerations related to the diverse needs of persons across the life span. Special attention is given to the anesthesia needs of the maternity, pediatric and the aging patient. Content also addresses the specialty areas of acute and chronic pain management, and outpatient surgery. Attention is given to patient comfort and safety issues implicit in surgical interventions and anesthesia delivery.

Susan A. Emery

Denise B. Testa

NU 593 Clinical Practicum in Nurse Anesthesia II (Spring: 5)

Prerequisites: NU 590-591

Corequisite: NU 592

This course provides the opportunity for students to integrate theoretical knowledge and research findings into nurse anesthetist practice within the clinical setting. Students progress by providing anesthesia care for adults and children with more complex health problems. Anesthetic requirements as dictated by patient assessment, including the surgical procedure, are studied in greater depth. The guidance of CRNA faculty preceptors contributes to the development of the student's critical thinking. Weekly seminars provide the opportunity for discussion of clinical experiences.

Susan A. Emery

Denise B. Testa

NU 595 Clinical Practicum in Nurse Anesthesia III (Summer: 5)

Prerequisites: NU 592-593

This course focuses on the delivery of anesthesia care within advanced nursing practice in a broad range of clinical situations for patients with multiple, complex health problems. Through the refinement of assessment and management skills, critical thinking is further developed. Collaborative practice within a care team model is emphasized. With supervision, the student assumes more overall responsibility for the health care setting's quality of care for the patients throughout the perioperative experience. Clinical experiences are

enhanced by participation in interdisciplinary clinical conferences and departmental meetings as the student transitions to the role of the advanced practice nurse.

Susan A. Emery

Denise B. Testa

NU 640 Palliative Care I: Serious Illness, Disease Prognosis, and Life (Spring/Summer: 3)

This course will provide an intensive historical, sociopolitical and cultural perspective of the personal, professional, societal, cultural, spiritual, and ethical/legal issues related to serious illness and the end of life. The philosophy, principles, and models of palliative care are analyzed, as well as the role of the advanced practice nurse and others in a caring society. Students develop an understanding of the processes of illness, coping, facing death, and quality of life at various stages of the life cycle.

The Department

NU 641 Palliative Care II: Pain and Suffering in Seriously Ill (Fall: 3)

Prerequisite: NU 640

This course will provide an intensive focus on improving the quality of life, care and dying of individuals and families experience life-threatening illness through nursing assessment and interventions to relieve pain and suffering. Established palliative care standards will be utilized to evaluate the outcomes of such care. Management of pain and barriers to effective pain relief are discussed in depth. Patient care strategies to improve quality of life, relieve pain and alleviate suffering are discussed within the context of advanced practice nursing.

The Department

NU 642 Palliative Care II: Practicum (Fall: 6)

Prerequisite: NU 640 or concurrently

This course prepares students to provide comprehensive care to those patients and their families with advanced life threatening illness. Students will engage in holistic assessment of pain and quality of life of patients with advanced illness including AIDS, cancer and serious illness in a variety of settings under the direction of a skilled clinician in palliative care. Seminars integrate concepts from the core and theory course.

The Department

NU 643 Palliative Care III: Palliative Care and Advanced Practice Nursing (Spring: 3)

Prerequisite: NU 640, permission of instructor/enrollment in the School of Nursing

Corequisite: NU 647

This course will provide advanced content relating to assessment and alleviation of complex symptoms relating to care of patients and families experiencing serious life-threatening illness. Students will analyze the impact of such illness on patient, family, community and the health care system. Resource availability and barriers to care are analyzed with the context of various settings. The leadership role of the advanced practice nurse in palliative care is delineated with emphasis on policy development, protocols, standards of practice, fiscal issues and the role of the nurse leader in the interdisciplinary team.

The Department

NU 644 Palliative Care III: Practicum (Spring: 3)

Prerequisites: NU 640-642, concurrently with NU 643

This course prepares students to integrate advanced knowledge of palliative care in assessing and managing the symptoms of those experiencing life-threatening illness within the palliative care focus. Complex psychological, ethical, social and spiritual issues and grief reactions will be the focus of the clinical practicum. Additionally, the student will explore and experience the role of the advanced practice nurse leader on the palliative care team, family meeting and patient support group. Students may provide care across diverse health care settings.

The Department

NU 645 Pediatric Palliative Care II: Pain, Symptom, and Suffering (Fall: 3)

Prerequisites: NU 640, NU 643

Corequisite: NU 646

This course will provide an intensive focus on comprehensive, age-appropriate pain and symptom assessment and management with the goal of improving quality of life for children with life-threatening illnesses and their families. Established standards will be utilized to evaluate outcomes. Management of pain and other symptoms common in children with life-threatening illness as well as barriers to effective symptom relief are discussed in-depth. Pharmacological and non-pharmacological care strategies to improve quality of life, relieve symptoms and alleviate suffering are discussed within the context of child development and focus on the role of the APN within the interdisciplinary team.

Vanessa Battista

NU 646 Pediatric Palliative Care II: Practicum (Fall: 3)

Prerequisite: NU 640

Corequisites: NU 643, NU 645, NU 647

This course prepares students to provide comprehensive care to those children with advanced life threatening illness and their families. Students will engage in holistic, family-centered assessment of pain, symptoms and quality of life of children with life-threatening illness across a variety of settings under the direction of a skilled clinician in palliative care. Seminars integrate concepts from the core and theory courses.

Vanessa Battista

NU 647 Pediatric Palliative Care III: Practicum (Spring: 3)

Prerequisites: NU 640, permission of instructor

Corequisite: NU 643

This course prepares students to integrate advanced knowledge of family-centered pediatric palliative care. Complex psychological, ethical, social and spiritual issues and grief reactions will be the focus of the clinical practicum and the APN will be identified as an advocate for ethical care of children with life-threatening illness. Additionally, the student will explore and experience the role of the APN leader as a member of the interdisciplinary team as well as during family meetings. Students may provide care to children across diverse health care settings.

Vanessa Battista

NU 660 Clinical Strategies for Clinical Nurse Specialist (Fall: 6)

Prerequisites: NU 420, NU 430, and NU 672 concurrently with Cores and electives or with permission of the instructor

This course emphasizes direct care role of the advanced practice nurse as a Clinical Nurse Specialist through clinical experience and seminar. The focus of the direct care role is the ability to provide competent care to patients, families, and populations as a clinical expert. This is accomplished through (1) scholarly inquiry and implementation of evidence-based interventions, (2) health promotion, illness prevention and care management of individuals, families and communities, and (3) expert teaching and coaching in patient groups. Course content includes development, analysis, synthesis and utilization of theories and research outcomes relevant to health care of children, families, and communities.

The Department

NU 662 Clinical Strategies for Clinical Nurse Specialist II (Spring: 6)

Prerequisites: NU 420, NU 430, NU 660, and NU 672 concurrently with Cores and electives or with permission of the instructor

This course emphasizes the indirect role of the advanced practice nurse as a Clinical Nurse Specialist through clinical experience. The indirect role includes, but is not limited to, the following: (1) unit level and interdisciplinary team leadership, (2) internal and external consultation for organizational change, (3) scholarly/scientific inquiry for evidence based policy development, (4) organization, systems level, program management, and (5) quality assurance, outcomes, management and program evaluation. Content will address need for CNS expertise with attention to interdisciplinary, culturally relevant, and policy generating work.

The Department

NU 672 Pathophysiologic Processes (Fall/Spring: 3)

Prerequisite: Baccalaureate degree in nursing or permission of the instructor

This course focuses on the processes that underlie diseases and dysfunctions that affect individuals across the life span. The emphasis is on central concepts of pathophysiology, including alterations in cellular communication, genetic mechanisms, homeostasis, cell growth regulation, metabolism, immunity, and inflammation. These concepts are then applied in a systematic survey of diseases within body systems. Current research, clinical examples, and application to advanced nursing practice are incorporated throughout the course.

The Department

NU 680 Forensics: Fundamentals of Forensics/Nurse and Health (Fall: 3)

This course provides historical, sociopolitical and cultural perspective of the personal, professional, societal issues related to victimization and perpetration of violent crime. Students examine the interface of the health care, social services, and legal systems in providing care to victims and perpetrators. Emerging roles in forensic nursing practice and issues unique to such practice are explored, emphasizing issues within the subspecialties of sexual assault nurse examiner, elder abuse specialist, battered woman specialist, psychiatric forensic examiner and legal nurse consultant. Students examine theories, concepts and principles from nursing, related sciences, psychology and law to develop conceptual basis for advanced practice.

The Department

NU 681 Forensics Care II: Psychosocial and Legal Aspects (Fall: 3)

This course provides a comprehensive examination of the behavior, emotional responses, and cognitive decision making of both victims and perpetrators of a crime. Students examine the ethical and legal responsibilities for health care providers and health care agencies from both a legal and ethical perspective with special emphasis on sociocultural context of victimization and perpetration. This course provides an intensive examination of the practice issues associated with assessment within the subspecialties of sexual assault nurse examiner, elder abuse specialist, battered woman specialist, psychiatric forensic examiner and legal nurse consultant.

The Department

NU 682 Forensic Nursing Care I: Practicum (Fall: 3)

Prerequisite: Concurrent with NU 681

This course prepares students to provide comprehensive care to victims, their families, and perpetrators in settings within the health care or criminal justice systems. Students will engage in beginning application of clinical subspecialty and functional role concepts. Seminars integrate concepts from the core and theory courses.

The Department

NU 683 Forensics Care III (Theory): Vulnerable Populations (Spring: 3)

Prerequisite: Concurrent with NU 685

This course focuses on the role(s) of forensic nurses in providing assessment, diagnosis, treatment, and advocacy services to patients. Students will learn how to understand, organize, and respond to and prevent violence and abuse. The course focuses forensic role behaviors in violence against women, elder abuse, and forensic psychiatric-mental health. Students will be prepared to advance forensic nursing science in healthcare application. Therapeutic and preventive nursing interventions that address issues of loss and death, crisis intervention, mass disaster, stress and conflict resolution are addressed. Culturally competent nursing interventions utilizing principles of forensic nursing are addressed.

The Department

NU 684 Criminal Law and Science Process: Evidence Collection (Spring: 3)

Prerequisite: Permission of instructor or enrollment in the School of Nursing

This course will provide a broad overview of the legal process and the roles of the lawyer, forensic nurse, and forensic specialist and the rules of conduct that guide them. Students are introduced to definitions and classifications of crime and their application to the criminal justice system. Students will examine basic principles, concepts, purposes and the nurse's role regarding substantive criminal law. The course focuses on the nurse's role in the process of trial preparation and trial, emphasizing the role of witnesses in the preparation of fact witnesses in the presentation of fact evidence and expert testimony.

The Department

NU 685 Forensic Nursing Care II: Practicum (Spring: 3)

Prerequisite: Concurrent with NU 683

This course prepares students to integrate advanced knowledge of forensic care in assessing and managing the symptoms of those experiencing violent crime as victims, family members, and perpetrators within the forensic care focus. Complex psychological,

ethical, social and spiritual issues and emotional reactions will be the focus of the clinical practicum. Additionally, the student will explore and experience the role of the advanced practice nurse leader on the forensic care team, family meeting and patient support group. Students may provide care across diverse health care settings.

The Department

NU 691 Nurse Anesthesia Residency I (Fall: 1)

Prerequisites: NU 592-593, NU 595

This clinical course is the first of two residencies that provide preparation to attain competencies within the Certified Registered Nurse Anesthetist (CRNA) scope of practice and to meet certification requirements. The course seminars integrate knowledge from the graduate curriculum. Throughout the residency, the nurse anesthesia resident will utilize appropriate supervision from faculty and preceptors to refine clinical skills and clinical reasoning concerning progressively complex patient problems. Evaluation of clinical care includes consideration of legal, ethical, cultural, social, and professional practice issues related to the nurse anesthesia role. Through collaboration, the nurse anesthesia resident assumes increasing independence over the semester.

Susan A. Emery

Denise B. Testa

NU 693 Nurse Anesthesia Residency II (Spring: 1)

Prerequisite: NU 691

This course is the second of two that provide the nurse anesthesia student preparation in attaining competencies within the professional scope of practice and to meet certification requirements. The student is expected to function as member of the anesthesia team, and to provide comprehensive care based on clinical judgment. Students seek consultation when necessary, and analyze legal, ethical, cultural, social, and professional practice issues related to the advanced nursing practice role. The student is expected to be a role model for other nurse anesthesia students and a resource for clinical staff. The seminar provides the integration of master's program objectives.

Susan A. Emery

Denise B. Testa

NU 699 Independent Study in Nursing (Fall/Spring: 3)

Prerequisite: Permission of instructor and the Department Chairperson. Recommendation of a second faculty member is advised.

Students with a special interest in nursing may pursue that interest under the direction of the faculty member. A written proposal for an independent study in nursing must be submitted to the department chairperson. Independent Study forms may be found in the Graduate Office. The student is required to submit written reports to the faculty member directing the study.

The Department

NU 701 Epistemology of Nursing (Fall: 3)

Prerequisites: Doctoral standing, PL 593 or concurrently

This is an examination of the nature of epistemology, of philosophy of science movements affecting nursing as a scholarly discipline, and of the developing epistemology of nursing. This course includes perspectives on the nature of truth, understanding, causality, continuity, and change in science, as well as on positivism, empiricism,

reductionism, holism, phenomenology, and existentialism as they relate to nursing knowledge development. The identification of the phenomena of study and scientific progress in nursing are critiqued.

Callista Roy, C.S.J.

NU 712 Nursing Science Processes and Outcomes (Fall: 3)

Prerequisite: Second-year doctoral standing

In-depth study of the processes and outcomes of the evolution of the science in nursing. Focus is on multiple ways of knowing and strategies for expanding knowledge to meet changing social and global needs. The interrelations of theory, research and practice are emphasized. The interrelations of theory, research and practice are emphasized. The weekly seminars provide a forum for Ph.D. students to explore the process and outcome of scientific inquiry within nursing and interdisciplinary contexts while also conceptualizing their personal programs of research.

The Department

NU 714 Healthcare Policy: Moral and Sociopolitical Influences (Spring: 3)

This course investigates the status of knowledge development in nursing and other disciplines related to research initiatives, health policy formulation and sociopolitical activity for ethical health care environments. It critiques the usefulness of moral, and political philosophy for capturing the scope of professional (Nursing and other) responsibilities for furthering individual and social health. The course prepares scholars to understand the interrelationships among health policy, social, political and economical determinants of health, and to contribute, via philosophical inquiry and empirical research findings, to health policy. It provides the foundation for leadership in interdisciplinary collaborative endeavors to address health policy at the regional, national and global levels.

The Department

NU 751 Advanced Qualitative Research Methods (Spring: 3)

Prerequisites: NU 750 or an equivalent introductory course or portion of a course on Qualitative Research Methods. Permission of instructor required.

Various qualitative approaches to research typically used in nursing and health science will be examined. Topics will include research paradigms, postpositivism, critical, constructivism, participatory, qualitative rigor, ethics, problem identification, research purpose and specific aims, literature review, sampling strategy and techniques, sample, multiple data collection techniques, data management, multiple strategies for data analysis, differentiating data versus findings, constructing findings that are congruent with the research aims and specific qualitative approaches, and conclusion-drawing. The course will provide students with experience in conducting data analysis from several qualitative approaches, as well as presentation and critique of in-class and homework data analysis activities.

The Department

NU 752 Advanced Quantitative Methods for Health Care Research (Spring: 3)

The course provides an overview of quantitative approaches relevant to nursing science and health care research. Application of quantitative methods to a variety of research problems is explored.

Emphasis is placed on survey/descriptive design, randomized clinical trials (RCT's), intervention research, meta-analysis, secondary data analysis with large data sets, and mixed methods.

The Department

NU 810 Research Practicum I (Fall/Spring: 1)

Prerequisite: NU 701 or concurrently

First in the series of four research practica that offer the student the opportunity to develop and focus their research concentration, to analyze and synthesize the state of knowledge development in the area of concentration.

The Department

NU 811 Research Practicum II (Fall/Spring: 1)

Prerequisite: NU 702 and NU 810 or concurrently

Second in the series of four research practica that offer the student individual and group sessions, which contribute to the design of a preliminary study in the area of concentration, and collaboration with faculty on projects, presentations, and publications.

The Department

NU 812 Research Practicum III (Fall: 1)

Prerequisites: NU 810-811

Third in the series of four research practica that offers the student further research and scholarly development in the area of concentration through individual and group sessions.

The Department

NU 813 Research Practicum IV (Spring: 1)

Prerequisites: NU 810-812

Fourth in the series of four research practica that offer the student a continuation of supervised research development in the area of concentration. The student refines the research plan and strengthens its links to supporting literature and the domains of nursing and societal concern.

The Department

NU 901 Dissertation Advisement (Fall/Spring: 3)

Prerequisite: Doctoral Comprehensives or permission of the instructor

This course develops and carries out dissertation research, together with a plan for a specific contribution to clinical nursing knowledge development.

The Department

NU 902 Dissertation Advisement (Spring: 3)

Prerequisite: NU 901 or permission of the instructor

This course develops and carries out dissertation research, together with a plan for a specific contribution to clinical nursing knowledge development.

The Department

NU 998 Doctoral Comprehensives (Fall/Spring: 0)

This course is for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

NU 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree and have not completed their dissertation, after taking six credits of Dissertation Advisement, are required to register for Doctoral

Continuation each semester until the dissertation is completed. Doctoral Continuation requires a commitment of at least twenty hours per week working on the dissertation.

The Department

Graduate School of Social Work

In keeping with the four-century-old Jesuit tradition of educating students in the service of humanity, Boston College established a Graduate School of Social Work (GSSW) in March 1936. The GSSW offers the Master of Social Work (M.S.W.) and the Doctor of Philosophy in Social Work (Ph.D.) degrees. In addition to providing foundation courses for all students, the Master of Social Work (M.S.W.) program of study affords each the opportunity to concentrate in a social work practice intervention method and a field-of-practice concentration. The two intervention methods are Clinical Social Work and the Macro Social Work Practice on the master's level. Four advanced Field-of-Practice Concentrations are offered: Children, Youth and Families; Global Practice; Health and Mental Health; and Older Adults and Families. A fifth option offers an individualized Field-of-Practice Concentration that may be designed to meet a student's learning objectives. The School also offers a research-oriented Doctoral program that prepares scholars committed to pursue knowledge that will advance the field of social welfare and social work practice.

Professional Program: Master of Social Work (M.S.W.)

The M.S.W. Program offers students a choice of intervention methods. Students select either Clinical Social Work Practice or Macro Social Work Practice.

Clinical Social Work is the process of working with individuals, families, and groups to help them deal with intrapersonal, interpersonal, and environmental problems. The process utilizes a bio-psycho-social assessment and intervention model to increase an individual's well-being. Each person, family, or group has a unique story to share, one that is shaped by cherished beliefs, values, and traditions; one that is connected to the larger stories of communities and nations. The complex process of helping others is, fundamentally, one of empowerment. In practicing clinical social work the aim is to strengthen, support, and accompany clients in their healthy efforts to repair their past and build a future that honors their uniqueness and brings into reality their personal dreams. Our challenging, dynamic, and contemporary program of professional formation transforms compassion into therapeutic empathy. We integrate social work's enduring values, theories, and skills with bold and innovative ways of helping others. This fusion of old and new creates an environment where students learn that interventions, guided by evidence-based practice, become powerfully therapeutic when imbedded in a relationship of respect and authentic concern.

Macro Social Work Practice prepares students to develop and foster social innovation, by understanding the process of innovation, and through skill development related to assessment, strategic planning, organizational development, financial management, and administration. Students are prepared to develop innovative solutions to solve today's complex problems, lead organizations that foster these solutions, and mobilize strategic partners, political resources, and community resources to initiate and sustain social change.

The M.S.W. Program is accredited by the Council on Social Work Education and is designed for completion in either two full-time academic years of concurrent class and field work, or in a Three-Year or Four-Year Program. All degree requirements must be fulfilled within a period of five years.

Off-campus Site: In addition to Chestnut Hill, Clinical Social Work students in the Three-Year Program may complete the equivalent

of the first full-time year in Worcester, MA (serving Western MA). Students in Macro Social Work Practice will be required to attend classes on the Chestnut Hill campus during the spring semester. While all final-year advanced classes are conducted on the Chestnut Hill campus, field placements for all Off-Campus students can be arranged in the respective geographic areas.

The M.S.W. curriculum is divided into four overlapping components: Foundation, Intervention Method, Field-of-Practice Concentration and Electives. This configuration allows students to establish a solid foundation in social work practice, choose either Clinical or Macro Social Work Practice as their intervention method, and then choose a Field-of-Practice Concentration to gain advanced policy and practice skills in a particular area. The Field-of-Practice Concentration choices are: Children, Youth and Families; Global Practice; Health; Mental Health, Older Adults and Families, and an Individualized option.

Foundation Courses

Seven foundation courses provide the basis for the advanced curriculum. In compliance with Council of Social Work Education (CSWE) Accreditation Standards, the foundation curriculum includes content on values and ethics, diversity, populations-at-risk, social and economic justice, human behavior and the social environment, social welfare policy and services, social work practice, research, and field education.

The following courses comprise the Foundation curriculum:

- SW 701 The Social Welfare System
- SW 721 Human Behavior and the Social Environment
- SW 723 Diversity and Cross-Cultural Issues
- SW 747 Research Methods in Social Work Practice
- SW 762 Basic Skills in Clinical Social Work
- SW 800 Basic Skills in Macro Practice
- SW 921 Field Education I

Intervention Methods Courses

Students select one of two intervention methods to focus their acquisition of practice skills: Clinical Social Work or Macro Social Work Practice.

Required Clinical courses include an advanced human behavior course, SW 722 Psychosocial Pathology, and two methods courses that focus on clinical assessment, practice theory, and evidenced-based practice interventions for a variety of problem areas and populations utilizing various treatment modalities-individual, family, and group.

The required Clinical courses are as follows:

- SW 722 Psychosocial Pathology
- SW 855 Clinical Practice with Children and Families: Assessment and Evidenced-Based Practice
- SW 856 Clinical Practice with Adults: Assessment and Evidenced-Based Practice
- SW 932 Field Education II—Clinical Social Work

Required courses in the Macro Social Work Practice include an advanced human behavior course, SW 833 Leadership and Social Transformation, and two methods courses that focus on organizational and leadership analysis, marketing, resource development and financial management, and the development of skills necessary to implement and sustain change.

The required Macro courses are as follows:

- SW 833 Leadership and Social Transformation
- SW 886 Social Change: Financial Management and Resource Development
- SW 889 Social Innovation
- SW 942 Field Education II—Macro Social Work

Field-of-Practice Concentrations

Students entering their final full-time year will choose a Field-of-Practice Concentration. In 2011-2012 each Field-of-Practice Concentration consists of two advanced practice courses and one advanced policy course. All concentrations require SW 841 Program Evaluation and either SW 933-934 Field Education III, IV-Clinical Social Work or SW 943-944 Field Education III, IV-Macro Social Work.

Children, Youth, and Families

The Children, Youth, and Families Concentration prepares students for professional practice with children, adolescents, and families seen across multiple settings. Clinical students will be proficient in practice with child and adolescent mental health intervention, including individual, group, and family modalities. Macro students will develop competence in leadership and administration, including personnel management, grant writing, and financial management within the context of community-based nonprofit organizations and public bureaucratic systems. Required courses include:

Clinical Social Work

- SW 805 Policy Issues in Family and Children's Services
- SW 880 Social Work Practice in Child Welfare
- SW 872 Advanced Clinical Interventions with Children, Youth, and Families

Macro Social Work

- SW 805 Policy Issues in Family and Children's Services
- SW 880 Social Work Practice in Child Welfare
- SW 885 Management of Organizations Serving Children, Youth, and Families

Global Practice

The Global Practice Concentration exposes students to the skills necessary to becoming effective international social workers. Students learn how to collaborate with local partners around issues of humanitarian aid, social development and capacity-building. Guiding principles are human rights, global justice, and diversity. Final year field placements will be managed in partnership with international organizations. Required courses include:

Clinical Social Work and Macro Social Work

- SW 826 Rights-Based Assessment and Capacity-Building in Global Social Work
- SW 829 Sustainable Development and Responses in Global Social Work
- SW 806 Global Policy Issues and Implications

Health

The Health Concentration prepares students for clinical and macro practice in healthcare settings by providing specialized knowledge and skills in assessment, interventions, policy, program planning, and financial management. Clinical Social Work students

will focus on treatment with individuals, couples, families, and small groups that are aimed at dealing with the impact of illness on the client system. Macro Social Work students will specialize in the financial management of non-profit and public organizations, focusing on resource development, budgeting, accounting, and the use of technology. Required courses include:

Clinical Social Work

- SW 873 Psychosocial Dimensions of Health and Medical Care Practice
- SW 897 Planning for Health and Mental Health Services
- SW 817 Health and Mental Health Policy

Macro Social Work

- SW 810 Financial Management for Human Services
- SW 897 Planning for Health and Mental Health Services
- SW 817 Health and Mental Health Policy

Mental Health

The Mental Health Concentration prepares students for clinical and macro practice in mental health settings by providing specialized knowledge and skills in assessment, interventions, policy, program planning, and financial management. Clinical Social Work students will focus on treatment with individuals, couples, families, and small groups and develop skills in assessment and interventions that are relevant to particular problems and cultural contexts. Macro Social Work students will specialize in the financial management of non-profit and public organizations, focusing on resource development, budgeting, accounting, and the use of technology. Required courses include:

Clinical Social Work

- SW 865 Family Therapy
- SW 897 Planning for Health and Mental Health Services
- SW 817 Health and Mental Health Policy

Macro Social Work

- SW 810 Financial Management for Human Services
- SW 897 Planning for Health and Mental Health Services
- SW 817 Health and Mental Health Policy

Older Adults and Families

The Older Adults and Families Concentration prepares social work students for an integrated macro and clinical practice approach to working with older adults, their families, and the social policies and programs that affect their lives. Coursework for the concentration encompasses the entire range of health and mental health services from those provided to older adults as they "age in place" in their homes and communities through policy and advocacy functions of the local, state and national aging network. Required courses include:

Clinical Social Work and Macro Social Work

- SW 823 Practice in Health and Mental Health Settings with Older Adults
- SW 824 Practice in Home and Community Settings with Older Adults
- SW 802 Policy for an Aging Society: Issues and Options

Electives

Students graduating in 2011-2012 will take three electives to round out their knowledge and skill-building with courses that offer advanced training in a particular area or provide new knowledge and

skills in an area of interest to the student. The required Field-of-Practice advanced policy and advanced practice courses may be taken as electives by students from other Fields-of-Practice on a space-available basis. Elective courses are offered pending sufficient enrollment. The following courses may be offered as Elective options:

- SW 727 Substance Abuse: Alcohol and Other Drugs
- SW 728 Global Perspectives on Gender Inequalities
- SW 794 Immigrant and Refugee Issues in the United States
- SW 798 Human Services in Developing Countries
- SW 808 Legal Aspects of Social Work
- SW 812 Child and Family Welfare Services in a Transitioning Society: The Case of Romania
- SW 813 Comparative Policy Analysis with Field Experience
- SW 816 Supervision and Staff Management
- SW 818 Forensic Policy Issues for Social Workers: Case Law, Prisoners' Rights, and Corrections Policy
- SW 822 Impact of Traumatic Victimization on Child and Adolescent Development
- SW 827 Contemporary Psychodynamic Theories
- SW 831 Dying, Grief and Bereavement
- SW 836 Psychodynamic Theories of Individual Development
- SW 851 Policy Analysis Research for Social Reform
- SW 858 Clinical Practice in Schools
- SW 859 Play Therapy
- SW 860 Couples Therapy
- SW 862 Cognitive-Behavioral Therapy
- SW 863 Cross-Cultural Social Work Practice
- SW 864 Group Therapy
- SW 871 Social Work Practice in the Prison
- SW 874 Adult Psychological Trauma
- SW 876 Time-Effective Therapy
- SW 877 Narrative Therapy
- SW 879 Social Work Practice with Women
- SW 881 School Social Work: Program Development and Educational Policies
- SW 884 Strategic Planning

Dual Degree Programs

The Graduate School of Social Work has instituted three dual degree programs with other graduate units of Boston College, and one dual degree program with the undergraduate College of Arts and Sciences and the Lynch School of Education. A description of the programs is available from the respective admission offices. Candidates must apply to, and be accepted by, each of the relevant schools independently.

Established in 1980, the M.S.W./M.B.A. Program, in cooperation with the Carroll Graduate School of Management, involves three full-time years—one each in the foundation years of both schools, and the third incorporating joint class and field education.

The four-year M.S.W./J.D. Program, inaugurated in 1988 with Boston College Law School, requires a foundation year in each school followed by two years of joint class and field instruction with selected emphasis on such areas as family law and services; child welfare and advocacy; and socio-legal aspects and interventions relating to poverty, homelessness, immigration, etc.

The three-year M.S.W./M.A. (Pastoral Ministry), in conjunction with the Boston College's School of Theology and Ministry, was begun in 1989 and consists of a foundation year in each curriculum with a third year of jointly administered class and field instruction. Areas of focus include clinical work in hospitals and prisons, organizational services/administration, and parish social ministry.

In cooperation with the College of Arts and Sciences and the Lynch School of Education, the Graduate School of Social Work has instituted an Accelerated B.A./M.S.W. Program that enables Psychology, Sociology, and Applied Psychology and Human Development majors to complete the Social Work foundation curriculum during their junior and senior years. Students receive the B.A. at the end of four years, then enroll formally in the Graduate School of Social Work for a final year of study in the M.S.W. Program. For sophomore prerequisites and application information, undergraduates should call the Graduate School of Social Work Director of Admissions at 617-552-4024.

The School also offers an upper-division introductory course that is not applicable to the M.S.W. degree: SW 600 Introduction to Social Work is cross-listed with the departments of Psychology and Sociology in the College of Arts and Sciences.

Doctor of Philosophy Degree Program with a Major in Social Work

The School offers a research-oriented Ph.D. program that prepares scholars committed to pursue knowledge that will advance the field of social welfare and social work practice. Students master a substantive area of scholarship and gain methodological expertise to excel as researchers and teachers in leading academic and social welfare settings throughout the world. Grounded in core values of human dignity and social justice, the program nurtures independence and originality of thought in crafting innovative research and policy agendas for constructive social change.

Program of Study

Research training is at the core of the program. Students acquire expertise in applied social and behavioral science research methodologies that are especially appropriate for investigating critical policy and practice questions. This set of courses emphasizes analytic skills needed to understand, appraise and advance knowledge in social work. The learning process involves more than classroom instruction. Students are expected to work closely with faculty mentors in their roles as scholars and researchers. Besides required courses, students can select from an array of elective academic courses, independent studies, research internships, and teaching practicum.

A minimum of 51 credit hours are required to complete the degree: 45 credits for academic courses and six credits for the dissertation. Among the 21 elective credits, six credits are specified to be advanced social or behavioral science theory courses and 15 credits are open electives. Students must also pass a written comprehensive examination and produce a manuscript that is fitting for publication in a peer-reviewed scientific journal. Before beginning research on the dissertation, the student must complete all required courses and pass an oral qualifying examination based upon the publishable paper requirement. Required courses include the following:

- SW 951 Survey of Research Methods in Social and Behavioral Science
- SW 952 Tools for Scholarship in Social and Behavioral Science

- SW 953 Cross-Cultural Issues in Social and Behavioral Research
- SW 954 Models for Social Work Intervention Research
- SW 959 Doctoral Publishable Writing Project
- SW 967 Statistical Analyses for Social and Behavioral Research
- SW 968 Multivariate Analysis and Statistical Modeling
- SW 980 History and Philosophy of Social Welfare in the U.S.
- SW 992 Theories and Methods of Teaching in Professional Education
- SW 994 Integrative Seminar for Doctoral Students

Total Credits:

The 51 credits is a minimal requirement. The actual number of courses taken by an individual student varies according to prior educational background and course work.

Combined M.S.W./Ph.D.

The School provides an option whereby those doctoral students without a master of social work degree can engage in a program of study that leads to both the M.S.W. and the Ph.D. degrees. The combined M.S.W./Ph.D. program provides an integrated educational program for exceptionally talented students to embark on their doctoral course work before fully completing all of the requirements for the M.S.W. program.

Financial Aid

There are four major sources of funding available for students in the Doctoral Program in social work at Boston College:

- Up to six University Fellowships awarded each year on a competitive basis to full-time doctoral students in social work. Full tuition and a stipend are provided for three years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- One Diversity Fellowship awarded each year on a competitive basis to full-time doctoral students in social work. Full tuition and a stipend are provided for five years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- Research Associate positions as provided through faculty research and training grants.
- Additional grants and scholarship opportunities are available on an individual basis.

In addition to the financial assistance directly available from Boston College, GSSW doctoral students are encouraged to apply for nationally competitive fellowships from private foundations and federal agencies.

Continuing Education

The Office of Continuing Education is an accredited provider of social work continuing education credits in the Commonwealth of Massachusetts. It sponsors workshops throughout the year which assist licensed social workers in maintaining their skills. Examples of the workshops offered include issues related to loss and grief, delivering services to children who have been exposed to violence, treatment of substance abuse disorders, and regulating affect in psychotherapy through mindfulness.

In addition to the workshops offered on the Chestnut Hill campus, the Office of Continuing Education organizes the four-day Annual National Conference on Social Work and HIV/AIDS. This major conference, now in its twenty-third year, was founded by

Dr. Vincent Lynch, Director of Continuing Education, and continues to be held in a variety of cities throughout the United States. This conference is unique in American social work and continues to draw approximately 500 AIDS-care social workers each year. Over the years Social Work and HIV/AIDS conference has received nearly \$1 million in external funding from corporations, foundations, and government agencies.

Information

For a more detailed description of course offerings, the applicant should consult the Boston College Graduate School of Social Work Bulletin, which may be obtained by emailing swadmit@bc.edu or by writing to the Director of Admissions, Boston College Graduate School of Social Work, McGuinn Hall, Chestnut Hill, MA 02467.

Faculty

June Gary Hopps, *Professor Emerita*; A.B., Spelman College; M.S.W., Atlanta University; Ph.D., Brandeis University

Richard A. Mackey, *Professor Emeritus*; A.B., Merrimack College; M.S.W., D.S.W., Catholic University of America

Elaine Pinderhughes, *Professor Emerita*; A.B., Howard University; M.S.W., Columbia University

Albert F. Hanwell, *Associate Professor Emeritus*; B.S., M.S.W., Boston College

Betty Blythe, *Professor*; B.A., Seattle University; M.S.W., Ph.D., University of Washington

Alberto Godenzi, *Professor and Dean*; M.A., Ph.D., University of Zurich; M.B.A., Open University

Demetrius S. Iatridis, *Professor*; A.B., Washington, Jefferson College; M.S.W., University of Pittsburgh; Ph.D., Bryn Mawr

James Lubben, *Louise McMahon Ahearn Professor*; B.A., Wartburg College; M.S.W., University of Connecticut; M.P.H., D.S.W., University of California, Berkeley

Kevin J. Mahoney, *Professor*; B.A., St. Louis University; M.S.W., University of Connecticut; Ph.D., University of Wisconsin, Madison

Ruth G. McRoy, *Donahue and DiFelice Endowed Professor*; B.A., University of Kansas; M.S.W., University of Kansas; Ph.D., University of Texas, Austin

Thanh Van Tran, *Professor*; B.A., University of Texas; M.A., Jackson State University; M.S.W., Ph.D., University of Texas

Margaret Lombe, *Associate Professor*; B.A., Daystar University; M.S.W., Ph.D., Washington University

Kathleen McInnis-Dittrich, *Associate Professor*; B.A., Marquette University; M.S.W., Tulane University; Ph.D., University of Wisconsin, Madison

Thomas O'Hare, *Associate Professor*; B.A., Manhattan College; M.S.W., Ph.D., Rutgers University

Marcie Pitt-Catsoupes, *Associate Professor*; B.A., Tufts University; M.S.W., Boston College; Ph.D., Boston University

Ce Shen, *Associate Professor*; B.A., Nanjing Theological Seminary; M.A., Ph.D., Boston College

William Keaney, *Associate Professor of Macro Practice*; B.A., Northeastern University; M.S.W., Boston College; Ph.D., Brandeis University

Paul Kline, *Associate Professor of Clinical Practice*; B.S., St. Bonaventure University; M.S.W., Ph.D., Boston College

Richard H. Rowland, *Associate Professor of Macro Practice*; B.S., University of Wisconsin; M.S.W., Boston University; Ph.D., Brandeis University

Thomas Walsh, *Associate Professor of Clinical Practice and Associate Dean*; B.A., Boston College; M.S.W., Simmons College; Ph.D., Boston College

Stephanie Cosner Berzin, *Assistant Professor*; B.A., Cornell University; M.S.W., Columbia University; Ph.D., University of California, Berkeley

Jessica Black, *Assistant Professor*; B.A., University of California, Berkeley; M.A., Stanford University; Ph.D., Stanford University

Rocio Calvo, *Assistant Professor*; B.A., University of Salamanca; M.A., Deusto University; Ph.D., Boston College

Thomas M. Crea, *Assistant Professor*; A.B., M.S.W., University of Georgia; Ph.D., University of North Carolina at Chapel Hill

Scott D. Easton, *Assistant Professor*; A.B. Harvard University; M.S.W., Ph.D., University of Iowa

Linnie Green Wright, *Assistant Professor*; B.A. Spelman College; M.A. Columbia University; Ph.D., New York University

Christina J. Matz-Costa, *Assistant Professor*; B.A., University of Massachusetts; M.S.W., Ph.D., Boston College

Kerry Mitchell, *Clinical Assistant Professor*; B.A., Providence College; M.S.W., Simmons College; Ph.D., Boston College

Susan Lee Tohn, *Clinical Assistant Professor*; B.A. Tufts University; M.S.W., Boston University

Robin Warsh, *Clinical Assistant Professor*; B.S., American University; M.S.W., University of Connecticut

Graduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

SW 600 Introduction to Social Work (Fall/Spring: 3)

Cross listed with PS 600, SC 378

Available to non-M.S.W. graduate students

Starting with a discussion of its history and the relevance of values and ethics to its practice, the course takes up the various social work methods of dealing with individuals, groups, and communities and their problems. In addition to a discussion of the theories of human behavior that apply to social work interventions, the course examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.

The Department

SW 701 The Social Welfare System (Fall: 1)

Prerequisite for all other Policy courses

Required of all M.S.W. students

An examination of the history and nature of social welfare, and of the ideological, economic, and political context within which social welfare policies and programs are conceived and administered. Models of social welfare are presented and critiqued. The course also reviews Policy Implementation Planning (PIP).

The Department

SW 721 Human Behavior and the Social Environment (Fall: 3)

Cross listed with PS 721

Prerequisite for Advanced HBSE and Clinical electives

Required of all M.S.W. students

A foundation course emphasizing a systemic perspective in human development and social functioning. Concepts from biology

and the behavioral sciences provide the basis for understanding the developmental tasks of individuals, their families, and groups in the context of complex, environmental forces which support or inhibit growth and effective functioning. Attention is given to the variations that occur relative to ethnicity, race, social class, gender, and other differences which mediate the interface of these human systems with their environment.

The Department

SW 722 Psychosocial Pathology (Spring/Summer: 3)

Prerequisite: SW 721

Required of Clinical Social Work students; elective for others

An examination of the etiology and identification of adult mental disorders utilizing the Axis I-V diagnostic format of the DSM IV-TR. Focus is on psychological, genetic, and biochemical theories of mental illness, biopsychosocial stressors in symptom formation, assessment and treatment, cultural determinants in psychopathology, differential diagnosis, and drug therapies.

The Department

SW 723 Diversity and Cross-Cultural Issues (Fall: 3)

Required of all M.S.W. students

The course provides a critical perspective on current issues and problems in American racism, sexism, heterosexism, ableism, and ageism. These issues and problems are studied in the context of the dynamics of social process, historical and anthropological perspectives, and theories of prejudice and social change. Social work's responsibility to contribute to solutions is emphasized. Different models for examining the issues of race, sex, sexual orientation, age, and ability are presented.

The Department

SW 727 Substance Abuse: Alcohol and Other Drugs (Spring/Summer: 3)

Prerequisite: SW 721

Elective

A course providing an overview of alcohol/drug use, abuse and addiction. Issues covered include high risk populations, poly-drug abuse, and families with alcohol-related problems. Several models and theories are examined and integrated with relevant treatment techniques and settings.

The Department

SW 728 Global Perspectives on Gender Inequalities (Summer: 3)

Prerequisite: SW 721

Elective

A course designed to investigate cross-cultural perspectives of gender inequalities and how these inequalities affect women's health, mental health, economic status, families, and their general well-being. Beginning with a framework for studying gender and ethnicity that will enable comparative analysis of women's issues among different cultures, the course focuses on basic concepts and theories that help our understanding of gender and culture. In addition, students will learn how to access cross-national data and statistics on women's social, physical, and psychological well-being.

The Department

SW 762 Basic Skills in Clinical Social Work (Fall: 3)*Corequisite:* SW 921**Required of all M.S.W. students**

An overview of interventive approaches emphasizing the multiple roles of a clinical social worker. Emphasis is placed on basic skills of intervention with individuals, families, and groups using the Assessment, Relationship and Treatment (ART) model. Special attention is given to interviewing skills, data gathering, and psychosocial formulations. Various clinical practice models will be reviewed, including the strengths perspective, brief treatment, supportive treatment, and cognitive behavioral treatment. Students will learn how to conduct and write a psychosocial assessment.

*The Department***SW 794 Immigrant and Refugee Issues (Spring/Summer: 3)***Prerequisite:* SW 701**Elective**

An overview of the prominent theories, major issues, and controversies in immigration policy is presented. While immigration has become a crucial concern of the American social welfare system as well as an issue of global urgency, immigration controls the fate of growing numbers of asylum seekers. The course will discuss the special needs and problems faced by immigrant and refugee clients and communities; adaptation and coping with a new culture; refugee experience; the impact of relocation on individuals, families and communities; and a range of world view perspectives including acculturation and assimilation, biculturalism, marginality, and traditional ethnic identities.

*The Department***SW 798 Human Services in Developing Countries (Fall/Summer: 3)***Prerequisites:* SW 762, SW 800**Offered periodically****Elective**

This course examines the role of the social work profession in international social development. It explores the utilization of various professional methods to promote self-sufficiency, social integration, social change, and justice in a developing country. The focus is to learn how social work practice skills (micro and macro) can be indigenized in a developing country. The students take a two-three week tour of the country in order to study social problems and learn about the cultural context of delivery of human services in other countries.

*The Department***SW 799 Independent Study: Practice Sequence (Fall/Spring: 3)***Prerequisites:* SW 762, SW 800**Elective for M.S.W. students**

A course offering the student an opportunity to examine in more depth a subject area that is not included in the school curriculum. The extent of that examination should be equal to the depth that is characteristic of a typical course. The subject must be of significance to the field of social work practice, transcending the distinction between macro and clinical social work.

*The Department***SW 800 Basic Skills in Macro Practice (Fall: 3)***Corequisite:* SW 921**Required of all M.S.W. students**

A course designed to introduce students to specific knowledge and skills useful to achieve change in organizational and community settings. These include basic administrative skills, community needs assessment, strategic planning, community development and advocacy for policy change.

*The Department***SW 802 Policy for an Aging Society: Issues and Options (Spring: 3)***Prerequisite:* SW 701*Corequisite:* SW 934 or SW 944 or permission of the Department**Required for Older Adults and Families Field-of-Practice Concentration; elective for others**

This advanced policy course provides an opportunity to examine how historical and contemporary forces along with demographic change shape the perceived problems of the elderly, the politics of aging, and public policy responses. New questions are being raised about the cost of public and private retirement and health care commitments directed at the old and about the responsibilities of older Americans. The implications of the diversity (ethnic, racial, gender, health and economic status) of current and future cohorts of elders need to be understood to adequately plan service and policy responses to the aging of America.

*The Department***SW 805 Policy Issues in Family and Children's Services (Spring: 3)***Prerequisite:* SW 701*Corequisite:* SW 934 or SW 944 or permission of the Department**Required for Children, Youth, and Families Field-of-Practice Concentration; elective for others**

This course focuses on a critical examination of alternatives in formulating, implementing and evaluating policies and programs in the area of family and children's services. Students will be informed about specific policies impacting children and families in the U.S., critically analyze how policies impact child and family well-being, and explore methods of advocating for effective policy development. Specific policy issues explored in the course include: family legislation, welfare reform, balancing work and family, housing and homelessness, family and domestic violence, maternal, child, and family health, education, juvenile justice, cultural issues, immigration/refugees, and approaches in other nations.

*The Department***SW 806 Global Policy Issues and Implications (Fall: 3)***Prerequisite:* SW 701**Required for, and restricted to, Global Practice Field-of-Practice Concentration**

An advanced policy course that introduces approaches, issues and competencies of global social work policy interventions. This course focuses on policy analysis in the context of world-wide poverty, underdevelopment, and sustainable development. In the context of social justice, equality, universal human rights and international collaboration (partnerships), it perceives global systems and their policies as both a challenge for a sustainable planet and for the growth of its interdependent national/local communities.

The Department

SW 808 Legal Aspects of Social Work (Spring: 3)

Prerequisite: SW 701

Elective

An examination of various areas of the law and legal implications of interest to social workers. The course provides a useful study of the framework of the American legal system, the process of litigation, and the constitutional principles of due process and equal protection. The seminar explores the interaction between social workers and lawyers by placing real life social work problems in a legal context. The format is designed to engage students in critical legal thinking and explore the relationship between social policy and the development of the law.

The Department

SW 810 Financial Management for Human Services (Fall: 3)

Prerequisite: SW 800

Corequisite: SW 943 or permission of the Department

Required for Macro students in Health and Mental Health Field-of-Practice Concentration; elective for others

This course focuses on basic financial management for social work practitioners, and the marshalling and use of financial resources in a human service or not-for-profit environment. Topics covered include financial management, resource development, the use of technology, budgeting, and accounting. The implications of agency financing for social and economic justice, improving the status of diverse and at-risk populations in the context of social work values and ethics are also discussed.

The Department

SW 812 Child and Family Welfare Services in a Transitioning Society: The Case of Romania (Summer: 3)

Prerequisite: SW 701

Elective

A course that addresses social welfare issues and various professional methods for promoting self-sufficiency, social integration, social change, and justice in Romania are examined. Issues of particular interest include child and family welfare, gender, ethnicity, poverty, employment, and housing. Students will explore how micro and macro social work practice skills can be indigenized in this context. The course combines community service with the study of health, social, and economic issues in Romania.

The Department

SW 816 Supervision and Staff Management (Summer: 3)

Prerequisite: SW 800

Elective

A seminar addressing the organizational context within which supervision/management occurs; personal and organizational factors in leadership and employment motivation; different models and techniques of supervision/management and how these interact; and staff planning/recruitment, development, and evaluation.

The Department

SW 817 Health and Mental Health Policy (Spring: 3)

Prerequisite: SW 701

Corequisite: SW 934 or SW 944 or permission of the Department

Required for Health and Mental Health Field-of-Practice Concentration; elective for others

An advanced policy course designed to provide students with a knowledge and skill base for analyzing and synthesizing the policy structures that undergird the U.S. health and mental health care

system. General health indicators, prevalence of mental health conditions, health disparities, general definitions and components of health/mental health are examined. The development and organization of health/mental health services and public and private financing of services are discussed. Finally the contemporary and near future issues and conflicts regarding accessing care, the costs of care, and the quality of care are addressed.

The Department

SW 818 Forensic Policy Issues for Social Workers: Case Law, Prisoners' Rights, and Corrections Policy (Spring: 3)

Prerequisite: SW 701

Elective

A course examining the constitutional, statutory, and court decisions that allow prisoners access to mental health treatment. Issues such as involuntary treatment, mental illness and dangerousness, criminal responsibility, and confidentiality and its limits are addressed. Other areas examined include the institutional classification process, parole requirements, capital punishment, and political prisoners.

The Department

SW 819 SWPS Independent Study (Fall/Spring: 3)

Prerequisite: SW 701

Elective

An opportunity to pursue in more depth either of the two Social Welfare Policy Sequence goals: (1) examination of the social, political, ideological, and economic context within which social welfare policies and programs are conceived and administered to meet social objectives and need; or (2) examination of alternatives in evaluating, formulating, and implementing social welfare policies and programs through an in-depth analysis of specific social welfare issues and their consequences upon human and social behavior as well as national priorities.

The Department

SW 822 The Impact of Traumatic Victimization on Child and Adolescent Development (Spring/Summer: 3)

Prerequisite: SW 762

Elective

A course that examines how stress, especially of a violent nature, can impact child and adolescent development. Exploration of selected theories and evidence-based practice will assist students in identifying skills necessary for effective clinical practice with children, adolescents, families, and communities coping with the consequences of traumatic exposure to violence. Students will be encouraged to reflect on the impact of exposure to the injured child and consider how their reactions may identify potential sources of lost empathy or uncover other personal vulnerabilities that might interfere with effective practice.

The Department

SW 823 Practice in Health and Mental Health Settings with Older Adults (Fall: 3)

Prerequisites: SW 762, SW 800

Corequisite: SW 933 or SW 943 or permission of the Department

Required for Older Adults and Families Field-of-Practice Concentration; elective for others

An advanced course designed to develop micro and macro practice skills in working with older adults and their families in health and mental health settings. The course explores the biopsychosocial knowledge base required to develop effective interventions with

specific foci on the physical and mental health considerations facing older adults and their families. Substance abuse issues and the special challenges of reaching a client population often invisible to service providers are discussed. The role of spirituality in older adults' lives and the challenges of death, dying and bereavement facing the older adults are also covered.

The Department

SW 824 Practice in Home and Community Settings with Older Adults (Spring: 3)

Prerequisites: SW 762, SW 800

Corequisite: SW 934 or SW 944 or permission of the Department

An advanced course that explores the roles of micro and macro-level social workers with older adults in home and community settings. Beginning with a consideration of aging in place, the course addresses the person-in-environment challenges facing older adults living outside of institutional settings. Attention is given to protecting vulnerable adults from abuse and neglect, grandparents raising grandchildren, and older adults with disabilities. The course concludes with a discussion of the legal issues of competency, guardianship and end-of-life decision making while considering the issues of diversity including race, ethnic group, sexual orientation, and gender that affect the appropriateness of services.

The Department

SW 826 Rights-Based Assessment and Capacity-Building in Global SW (Summer: 3)

Prerequisites: SW 762, SW 800

Required for, and restricted to, Global Practice Field-of-Practice Concentration

An advanced practice course that addresses micro and macro practice within a global context. Models of assessment related to global need as a basis for intervention are presented. Emphasis is placed on working with diverse populations that include adapting assessment and intervention for cultural context and application, and the roles that gender, age, race, ethnicity, culture, economic, political and sexual orientation play in each practice setting. "Rights based assessment" theory and practice are discussed. Major global practice areas including humanitarian aid, international social development, child protection, health/mental health, conflict management and crisis situations including the effect of HIV/AIDS are explored.

The Department

SW 827 Contemporary Psychodynamic Theories (Summer: 3)

Prerequisite: SW 721

Elective

Beginning with a brief background on the historical precedents of psychodynamic theory, the course focuses specifically on the developments and critiques of the last twenty years, as well as specific populations originally overlooked, misunderstood or stigmatized by early psychodynamic theory, including current psychodynamic expansions and critiques of classic theories, relational theory, intersubjectivity, and feminist theory. The utility of each theory in the completion of biopsychosocial assessments will be demonstrated. Special attention will be paid to the current psychodynamic theory as it pertains to oppressed populations in terms of race, ethnicity, social class, gender, sexual orientation, and religion.

The Department

SW 829 Sustainable Development and Responses in Global Social Work (Fall: 3)

Prerequisite: SW 826

Required for, and restricted to, Global Practice Field-of-Practice Concentration

An advanced course that prepares micro and macro students for effective practice within a global context. Specific models of planning and intervention with a focus on capacity-building and training are presented. Major global practice areas including child protection, gender based violence, conflict resolution, economic and social development are addressed. Since many nonprofit organizations span national borders, most notably, international nongovernmental organizations (NGOs), the course will incorporate an international financial management perspective and cover topics of donor support through pledges, grants and endowments.

The Department

SW 831 Dying, Grief, and Bereavement (Spring: 3)

Prerequisite: SW 721

Elective

Beginning with an overview of the social phenomena of death and how social attitudes and practices influence the environmental context in which death takes place in contemporary society, the course explores the influence of cultural diversity in the way death is experienced by diverse groups. The tasks of mourning following a person's death and the bereavement process present complex socio-emotional challenges for family and friends throughout the lifespan. Issues in self-reflection and self-care are presented to offer practitioners ways to grow personally and professionally through the process of their clients' losses.

The Department

SW 833 Leadership and Social Transformation (Spring: 3)

Prerequisite: SW 721

Required for Macro Program in Social Innovation and Leadership; Elective for others

An overview of general principles of management, this course provides students with a broad understanding of theories of organizational functioning combined with a focus on leadership for change in organizations. The role of leader-manager is explored in three theoretical perspectives of organizations: the structure of human service organizations and requisite management skills; the human resource perspective and promoting the recruitment and development of people as a vital component of organizational functioning; and organizational change with emphasis on advocating for and sustaining change within human service organizations.

The Department

SW 836 Psychodynamic Theories of Individual Development (Spring: 3)

Prerequisite: SW 721

Elective

An advanced course that provides an overview of the psychodynamic theories that best explicate individual psychological development over the life cycle from a biopsychosocial perspective with attention given to sources of development of individual strength and resilience. These theories include drive theory, ego psychology, object relations, self psychology and intersubjectivity theory. Students will begin to learn to critique and compare theories for their applications

to, and usefulness for, social work practice as they reflect particular sets of values and intersect with ethnicity, social class, gender, sexual orientation, religion, age, disability, and other forms of diversity.

The Department

SW 839 HBSE Independent Study (Fall/Spring: 3)

Prerequisite: SW 721

Elective

An opportunity to pursue an in-depth study of some aspect of human behavior theory or knowledge. The study must be designed so that it contributes to the student's understanding of the individual, group, organizational, institutional, or cultural context within which human behavior is expressed and by which it is significantly influenced. The area of investigation must be of clear significance to the contemporary practice of social work. Any student who has successfully completed the foundation course in Human Behavior and the Social Environment is eligible to pursue independent study.

The Department

SW 841 Program Evaluation (Fall: 3)

Prerequisite: SW 747

Corequisite: SW 933 or SW 943 or permission of the Department

Required of all M.S.W. students

An advanced course designed to provide students with the skills to carry out evaluations of programs and services. Major topics covered include types of evaluations, evaluation design and theory, measurement, sampling, data collection techniques, ethics and politics in evaluation, data analysis, and utilization of findings. Special attention is also given to social and economic justice, value and ethical issues that arise in evaluation research.

The Department

SW 849 Independent Study in Research (Fall/Spring: 3)

Prerequisite: SW 747

Elective

An opportunity for students to engage in specifically focused work in one of two areas: the formulation, design, and implementation of an empirical study of the type not possible to operationalize within other course practicum opportunities available; or the in-depth study in a particular research methods area about which no graduate level courses exist within the University.

The Department

SW 851 Policy Analysis Research for Social Reform (Summer: 3)

Prerequisites: SW 701, SW 747

Elective

A seminar preparing students for practice-oriented policy analysis research roles. It offers advanced research content of particular use to administrators, planners, advocates, and others interested in participating in policy analysis and development efforts, particularly those related to vulnerable populations. It provides knowledge of and opportunity to apply the following: (1) the logic of inquiry into social policy issues; (2) policy analysis research methods (e.g., population projections, input-output analysis, cost-effectiveness analysis); and (3) writing skills and quantitative reasoning necessary to use data and policy research methods creatively in making effective policy arguments.

The Department

SW 855 Clinical Practice with Children and Families: Assessment, Intervention, and Evidence-Based Practice (Fall/Spring: 3)

Prerequisite: SW 762

Corequisite: SW 932 or SW 933

Required of Clinical Social Work students

An advanced clinical course intended to prepare students for effective practice with children, adolescents, and families. Building on foundation content, the course provides a comprehensive review of child and family development, reviews major theories and research literature concerning the evaluation and treatment of children and families, and examines how clinical social workers may effectively utilize evidence-based treatments to help youth and their families achieve their goals. Students will learn practice techniques of various evidence-based interventions

The Department

SW 856 Clinical Practice with Adults: Assessment, Intervention, and Evidence-Based Practice (Spring: 3)

Prerequisite: SW 762

Corequisite: SW 932

Required of Clinical Social Work students

An advanced course focusing on effective interventions with common adult psychosocial disorders. Intervention methods, drawn from current practice evaluation literature, encompass a contemporary eclectic model incorporating cognitive-behavioral, psychodynamic and other relational thinking, practice wisdom, and empirical evidence in determining the most suitable intervention. Special attention is given to recognition of individual and demographic factors influencing clients, as well as their expectations and input concerning the selective invention. Class discussion draws on students' reading and field experience. Through the use of case studies the course addresses strategies for practice evaluation.

The Department

SW 858 Clinical Practice in Schools (Spring: 3)

Prerequisite: SW 762

Elective

An advanced clinical course that provides a comprehensive overview of the necessary skills to prepare students for effective communication with teachers and school personnel as well as with diverse families on issues related to assessment, building family partnerships, family-based treatment, and multicultural issues. The course reviews assessment and use of state-of-the-art diagnostic testing instruments. Given the relationship between school social work and special education, students will be exposed to the diverse populations served in schools and learn how to engage in practice with children with a variety of issues including learning, physical, behavioral, developmental, neurological, and emotional disabilities.

The Department

SW 859 Play Therapy (Summer: 3)

Prerequisite: SW 762

Elective

An advanced clinical course preparing students for effective practice with children, adolescents, and their families through the use of play therapy. Content includes a comprehensive overview of theories informing the practice of play therapy and specific play therapy techniques for effective assessment and intervention consistent with the theoretical perspectives presented. Effective individual, filial, and small

group play therapy interventions focus on empirically-validated methods related to attachment problems, generalized anxiety, PTSD, and depression. Incorporated throughout discussion of theory, practice methods, and evaluation is thoughtful attention to the influence of culture, ethnicity, age, gender and family structure in provision of competent services.

The Department

SW 860 Couples Therapy (Spring/Summer: 3)

Prerequisite: SW 762

Elective

An advanced course examining and analyzing theories, research, and interventions with couples. The use of cognitive, behavioral, emotion-focused, brief treatment and skills-training approaches are critically evaluated. Research on their empirical bases is examined. Emphases include working with couples from diverse cultural backgrounds, practice with same-sex couples, and special issues, such as, living with chronic illness, poverty and economic stress, facing divorce, infidelity, interpersonal violence, and sexual dysfunctions. The course will describe how to adapt couple-based assessments and interventions to various settings such as acute medical, psychiatric, and child-focused settings.

The Department

SW 862 Cognitive-Behavioral Therapy (Spring/Summer: 3)

Prerequisite: SW 762

Elective

An advanced practice course that integrates CBT theory and practical assessment tools and treatment applications in work with children and adults. Lab skills classes will provide students with the opportunity to practice specific techniques. With an emphasis on the extensive literature supporting CBT as an evidence-based model the course focuses on the CBT assessment and treatment of specific disorders including: anxiety, pain, depression, bipolar, ADHD, substance abuse disorders, and personality disorders. The relevance of Cognitive-Behavioral practice with populations at risk confronting issues of age, race/ethnicity, gender, class, religion, sexual orientation and disability will be addressed.

The Department

SW 864 Group Therapy (Fall/Spring/Summer: 3)

Prerequisite: SW 721

Elective

This course considers many applications of social work group treatment. Through a thoughtful review of selected group therapy literature, analysis of process recordings of group therapy sessions, lectures, class discussion, and/or role-play exercises, students will develop an appreciation of the unique ways in which group treatment can promote individual psychosocial competence. Students will develop skills in the practice of social work treatment.

The Department

SW 865 Family Therapy (Fall: 3)

Prerequisite: SW 762

Corequisite: SW 933 or permission of the Department

Required for Clinical Social Work students in the Mental Health Field-of-Practice Concentration; elective for others

An advanced course designed to integrate family therapy theories of practice and intervention techniques. Throughout the course critical issues relative to power, gender, and race will be interwoven along with

outcome effectiveness, research, and evaluation. Emphasis will be placed on the adaptation of the family process to stressors of chronic illness, aging, addictions, and interpersonal violence. The strengths as well as the problems of minority families, families living in poverty, blended families, adoptive families, and families of same sex parents will be reviewed.

The Department

SW 867 Clinical Social Work Treatment of Children and Adolescents (Spring: 3)

Prerequisite: SW 762

Elective

A comparative analysis of different approaches to treatment of children. Attention is given to similarities and differences in work with children and adults, especially in relation to assessment, communication, relationship, and play. Assessment and treatment of children and adolescents with various problems and pathology are included.

The Department

SW 869 Clinical Social Work Independent Study (Fall/Spring: 3)

Prerequisite: SW 762

Elective

An opportunity for those in the Clinical Social Work concentration to investigate in-depth one aspect of social work practice. The area of investigation must be of clear significance to contemporary clinical social work practice with individuals, families, or groups. Any clinical social work student may submit (in the prior semester) a proposal for independent study in the fall and/or spring semester of his/her final year.

The Department

SW 872 Advanced Clinical Interventions with Children, Youth and Families (Spring: 3)

Prerequisite: SW 762

Corequisite: SW 934 or permission of the Department

Required for Clinical Social Work students in Children, Youth, and Families Field-of-Practice Concentration; elective for others

An advanced clinical course focused on the development of specific intervention skills utilized with children and their families. Clinical practice skills in individual, family, and group treatments highlight prevention and intervention strategies that promote self-efficacy and resiliency. Specific skills include parent management training, parent-child interaction therapy, solution-focused therapy with children, adolescents, and their families, trauma-focused cognitive behavioral therapy, and group therapy with children. Course structure will utilize experiential skills labs to promote student skill acquisition.

The Department

SW 873 Psychosocial Dimensions of Health and Medical Care Practice (Fall: 3)

Prerequisite: SW 762

Corequisite: SW 933 or permission of the Department

Required for Clinical Social Work students in the Health Field-of-Practice Concentration; elective for others

An advanced course that utilizes the biopsychosocial model of assessment of individual and family response to illness. In addition, the course will address issues in behavioral and complementary and alternative medicine. The effect of race, ethnicity, gender, sexual orientation and socioeconomic status on health, health care treatments,

and health care availability to diverse populations will also be addressed. Finally, the importance of social work contributions to research in health care will be examined.

The Department

SW 874 Adult Psychological Trauma: Assessment and Treatment (Spring: 3)

Prerequisite: SW 762

Elective

An advanced clinical course focusing on adults exposed to acute or chronic psychological trauma. Theoretical constructs stress an interactive approach: person, environment, situation. Emphasis is on the interconnections of intrapsychic, interpersonal, cognitive, and behavioral sequelae to catastrophic life events, with attention to socio-economic and cultural factors which influence an individual's differential response to trauma. Various methods are evaluated with the goal of multi-model treatment integration. Clinical presentations on specialized populations (e.g., combat veterans, victims of abusive violence, traumatic loss, disasters, people with AIDS, and the homeless) are used to integrate theory, research designs and strategies, and practice skills.

The Department

SW 876 Time-Effective Solution-Focused Therapy (Spring/Summer: 3)

Prerequisite: SW 762

Elective

An advanced clinical course focusing on time-effective treatments with individuals, families and groups. The course focuses primarily on Solution-Focused Therapy. Primary concepts include the paradigm shift from problem to possibility, the role of an active intentional clinician, and the careful use of language. Emphasis is given to the evaluation as key to the process, which involves building rapport, identifying a goal and understanding the client's relationship to that goal. The course examines pivotal treatment strategies, including language, task setting and creating hope in clients through our interventions.

The Department

SW 877 Narrative Therapy (Summer: 3)

Prerequisite: SW 762

Elective

This course focuses on narrative practice skills that are based on a belief in the power of the meaning-making systems. The course will examine models, research and theoretical and clinical foundations of narrative therapy. Using lecture, discussion and exercises, students will be introduced to various narrative therapy practices.

The Department

SW 880 Social Work Practice in Child Welfare (Fall: 3)

Prerequisites: SW 762, SW 800

Corequisite: SW 933 or SW 943 or permission of the Department

Required for Children, Youth, and Families Field-of-Practice Concentration; elective for others

An advanced course designed to provide practice knowledge and skills for micro and macro interventions. Throughout the course the issues of poverty, diversity and services for children of color are considered. Stressing the importance of providing services to children and families so that the family unit is preserved, issues related to family preservation, foster care, family reunification, adoption, legal

issues and emerging trends will be explored. The central focus will be on developing a solid foundation in child welfare policy and practice as a means to promoting a more responsive service delivery system.

The Department

SW 881 School Social Work: Program Development and Educational Policies (Summer: 3)

Prerequisite: SW 800

Elective

An advanced course that provides a comprehensive overview of the history, theory, practice and policy of social work in an educational setting. Beginning with a historical perspective, this course is rooted in school social work principles that emphasize collaborative work with families, and school and community personnel, professional standards, and diverse practice roles. This course provides a comprehensive overview of education policy and the legal rights of students and their families. Special issues in school social work practice related to health, child abuse, school safety and violence, trauma, substance abuse, and high risk behavior are addressed.

Stephanie Cosner Berzin

SW 884 Strategic Planning for Public and Nonprofit Organizations (Spring/Summer: 3)

Prerequisite: SW 800

Elective

Focusing on the strategic trends and issues which impact the public and nonprofit sectors this course explores the role of strategic planning as a fundamental tool of public and nonprofit institutions to build high performance organizations, maximize organizational strengths and enhance community problem-solving. Students will acquire practical skills through case study analysis and the development of a strategic plan.

The Department

SW 885 Management of Organizations Serving Children, Youth, and Families (Spring: 3)

Prerequisite: SW 800

Corequisite: SW 944 or permission of the department

Required for Macro students in Children, Youth, and Families Field-of-Practice Concentration; elective for others

An advanced practice course for macro students that emphasizes personnel management skills that promote employee well-being and organizational effectiveness, financial management skills including budgeting and cost analysis, and strategic fundraising with a focus on revenue sources that support child and family services. Multiple theoretical approaches to leadership are examined as well as organizational change, the supervisory process and the use of power and authority, and effective application of the diversity model for the inclusive workplace.

The Department

SW 886 Social Change: Financial Management and Resource Development (Spring: 3)

Prerequisites: SW 762, SW 800

Corequisite: SW 942

Required for Macro Program in Social Innovation and Leadership; elective for others

This course prepares students to develop and manage appropriate resources for creating, supporting, and sustaining human service organizations. Particular attention is paid to securing funding to

develop and sustain social innovation, conducting a financial analysis, and planning for new business development to support social change. Additionally the course fosters the development of advanced skills related to development and fundraising, marketing, business plan development, budgeting, and financial management. Through assignments, students are challenged to not only learn about resource development and financial management but to practice these skills and be ready to apply them in real-world settings.

The Department

SW 888 Community Organizing and Political Strategies (Fall: 3)

Prerequisite: SW 800

Corequisite: SW 943 or permission of the Department

Required for Macro students; elective for others

An examination of community organization and political strategies for mobilizing support for human services and other interventions that enhance social well-being, especially that of vulnerable populations. The course emphasizes skill development in strategies of community organization and policy change, including neighborhood organizing, committee staffing, lobbying, agenda setting, use of media, and points of intervention in bureaucratic rule making.

The Department

SW 889 Social Innovation (Spring: 3)

Prerequisites: SW 762, SW 800

Corequisite: SW 942

Required for Macro Program in Social Work Practice; elective for others

Designed to prepare students with the skills to develop transformational responses to social problems through learning concepts related to innovation, needs assessment, and grant development, this course provides students with knowledge about how to create new, innovative responses to social problems and put these ideas into action. Students study examples of social entrepreneurship, learn how to assess social need, and develop new programmatic responses through grant-writing. Participation in the Social Innovation Lab allows students a first-hand look at innovation in action in existing non-profits, and at how the redesign process promotes and supports new thinking.

The Department

SW 897 Planning for Health and Mental Health Services (Spring: 3)

Prerequisite: SW 800

Corequisite: SW 934 or SW 944 or permission of the Department

Required for Clinical Social Work and Macro students in Health and Mental Health Field-of-Practice Concentration; elective for others

A course designed to introduce program planning, strategic planning, proposal writing and state-of-the-art service delivery models. Significant emphasis will be placed on developing practical skills in the area of proposal development and program design through applying class material to practice through a major group planning assignment. Skills to analyze critical issues in mental health and health care delivery, including system design and financing, are emphasized. Critical issues of access to health care, the crisis in healthcare, and managed care will be discussed and analyzed. Models of service delivery will be critically reviewed.

The Department

SW 899 Macro Independent Study (Fall/Spring: 3)

Prerequisite: SW 800

Elective

An opportunity for Macro students to investigate in-depth one aspect of social work practice with groups or communities. In addition to being of interest to the individual student, the area of investigation must be of substantive import to the field and of clear significance to contemporary community organization and social planning practice. Any student who has successfully completed the first year program of Macro studies is eligible to pursue an independent study in the fall and/or spring semester of the second year.

The Department

SW 921 Field Education I (Fall: 4)

Prerequisites: SW 762, SW 800

Required of all students

Supervised learning and practice in the development of a generalist approach focusing on professional values, ethics, and micro and macro interventions based on theories of human behavior and the social environment. Two days per week in the first semester.

The Department

SW 932 Field Education II-CSW (Spring: 4)

Prerequisites: SW 762, SW 800, SW 921

Corequisite: SW 856

Required of Clinical Social Work students

Supervised learning and practice in the provision of individual, family, and group interventions with clients in a wide range of clinical settings. Two days per week in second semester.

The Department

SW 933 Field Education III-CSW (Fall: 5)

Prerequisite: SW 932

Corequisite: SW 855 and an Advanced Practice Field of Practice Concentration course

Required of Clinical Social Work students

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the third semester.

The Department

SW 934 Field Education IV-CSW (Spring: 4)

Prerequisite: SW 933

Corequisite: Advanced Practice Field of Practice Concentration course

Required of Clinical Social Work students

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the fourth semester.

The Department

SW 942 Field Education II-Macro (Spring: 4)

Prerequisite: SW 921

Corequisite: SW 809

Required of Macro students

Supervised learning and practice in the development of change-oriented knowledge and skill. Through the staffing of task groups focused on community or administrative problem-solving, students learn about structure, function, and dynamics common to intra-organizational and community environments.

The Department

SW 943 Field Education III-Macro (Fall: 5)

Prerequisite: SW 942

Corequisites: SW 888 and an Advanced Practice Field-of-Practice Concentration course

Required of Macro students

Advanced learning and practice which emphasizes knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the third semester.

The Department

SW 944 Field Education IV-Macro (Spring: 4)

Prerequisite: SW 943

Corequisite: Advanced Practice Field-of-Practice Concentration course

Required of Macro students

Advanced learning and practice which emphasizes knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the fourth semester.

The Department

SW 951 Survey of Research Methods in Social and Behavioral Science (Fall: 3)

The course surveys research methods in the social and behavioral sciences including theoretical and conceptual approaches to research problem formulation; research design, including experimental, comparative, and survey; sampling; statistical methods; methods of observation and common techniques of data analysis. The course provides a framework for evaluating social science research codifying methods for gathering scientific evidence, explicating criteria by which to evaluate scientific evidence, and developing techniques for evaluating scientific evidence in the published literature. These tools will be applied to a group of case examples of research in social and behavioral science.

The Department

SW 952 Tools for Scholarship in Social and Behavioral Sciences (Fall/Spring: 2)

An overview of the wide array of technical supports for scholarship in the social and behavioral sciences are presented. Topics include virus protection and data security, email management, information technology, e-learning, word processing packages, statistical packages, powerful conference presentations, virtual data resources, etc. The course spans two semesters.

The Department

SW 953 Cross-Cultural Issues in Social and Behavioral Research (Spring: 3)

Increasing diversity presents both challenges and opportunities to social and behavioral researchers. This course explores current scholarship relevant to age, gender, immigration, race-ethnicity, and social class and examines how these concepts as processes impact multiple levels of social and behavioral functioning. The multicultural concepts are analyzed in relation to their theoretical and empirical base with the purpose of identifying social and behavioral research methods

that are cross-culturally sensitive. Additionally, the course emphasizes methods of establishing and assessing cross-cultural equivalence in measurements of key social and psychological constructs.

The Department

SW 954 Models of Social Work Intervention Research (Spring: 3)

The major emphasis of this course is on research methods that seek to design, test, evaluate, and disseminate innovative social work intervention technologies. The course scrutinizes social and behavioral theories for how they can be tested in practice settings and how research designs generally need to be tailored to accommodate practice environments. The course addresses special issues related to data collection for practice settings including human subjects protection, confidentiality, and the development of valid and reliable measurement tools.

The Department

SW 959 Doctoral Publishable Paper Writing Project (Fall/Spring: 1)

Individualized writing project for doctoral students to develop a publishable manuscript under faculty supervision, enabling the student to integrate and apply analytic research skills developed in prior courses. The paper must demonstrate the student's mastery of a behavioral or social science theory and related methods of scientific inquiry. The paper will be evaluated by a three-member committee appointed by the chair of the doctoral committee.

The Department

SW 967 Statistical Analysis for Social Work Research (Spring: 3)

Required of all Doctoral students

This applied course provides graduate students with in-depth and comprehensive training in regression-based methods for analyzing quantitative social and behavioral science data. The topics include correlations, OLS linear regression analysis, analysis of covariance, discriminant analysis, and logistic regression analysis. Related topics include an introduction to matrix algebra, major regression diagnostics and missing value analysis.

The Department

SW 968 Multivariate Analysis and Statistical Modeling (Fall: 3)

Prerequisite: SW 967 or equivalent

Required of all doctoral students

This applied course is designed for graduate students with considerable experience with multiple regression and an ability to conduct such analyses using some statistical software. This course covers categorical data analysis, hierarchical linear modeling (HLM), exploratory factor analysis, and structural equation models (SEM).

The Department

SW 973 Theories and Research in Behavioral Sciences (Fall: 3)

Offered periodically

An advanced course that utilizes the biopsychosocial model of assessment of individual and family response to illness. In addition, the course will address issues in behavioral and complementary and alternative medicine. The effect of race, ethnicity, gender, sexual orientation and socioeconomic status on health, health care treatments, and health care availability to diverse populations will also be addressed. Finally, the importance of social work contributions to research in health care will be examined.

The Department

SW 980 History and Philosophy of Social Welfare in U.S. (Spring: 3)**Required of all Doctoral Students**

This course surveys the history of social welfare institutions and social work practice in the United States. It reviews efforts to conceptualize the field of social welfare and to analyze its tendencies. The course examines applicable social and behavioral theories and pertinent research of the different components of the social welfare system. Social welfare policies and organizational forms are examined within context of economic, political, social, philosophical, and scientific climate of the period.

The Department

SW 990 Doctoral Independent Study (Fall/Spring: 3)**Elective for doctoral students**

Individualized study for a student or small groups of students in an area that is not fully covered in existing courses. Specific guidelines available from Doctoral Program chairperson.

The Department

SW 991 Doctoral Teaching Practicum (Fall/Spring: 1)

Prerequisite: SW 992

Elective for doctoral students

Experience in the teaching of practice theory and skills, such as classroom instruction, consultation, supervision, or staff development, with a faculty mentor from the Graduate School of Social Work who will assist the student with skill development in teaching and with the understanding of theory related to teaching. Specific guidelines available from the Doctoral Program chairperson.

The Department

SW 992 Theories and Methods of Teaching in Professional Education (Fall: 3)**Offered biennially**

Effective teaching in social work education requires an understanding of the components of curriculum building and professional practice skills required by the Council on Social Work Education. Based on a strong theoretical base in the principles of adult learning, this course is designed to introduce the student to the theory and methods of professional social work education with a concentrated focus on course design and classroom execution. A broad range of specific teaching techniques are presented along with the means by which to evaluate student performance and learning.

The Department

SW 993 Doctoral Research Internship (Fall/Spring: 1)

Prerequisite: SW 951

Elective for doctoral students

Supervised study and training through participation in on-going research project or one initiated by students and carried out under faculty supervision, enabling students to apply research skills developed in prior courses.

The Department

SW 994 Integrative Dissertation Seminar (Fall/Spring: 1)

The purpose of this seminar is to further develop research skills by integrating issues of research design with measurement, data analysis, and report writing, with the goal of preparing students for their own dissertation research by directly addressing issues related to the development of a dissertation prospectus.

The Department

SW 995 Dissertation Direction I (Fall/Spring: 3)

Prerequisite: SW 994

Required for all doctoral students

First of two tutorials in the 6-credit dissertation phase of the program. Specific guidelines available from the Doctoral Program chairperson.

The Department

SW 996 Dissertation Direction II (Fall/Spring: 3)

Prerequisite: SW 995

Required of all doctoral students

Second of two tutorials in the 6-credit directed dissertation phase of the program. Specific guidelines available from the Doctoral Program chairperson.

The Department

SW 999 Doctoral Continuation (Fall/Spring: 1)

Prerequisites: SW 995-996

All students who have been admitted to candidacy for the Ph.D. degree and completed 6 credit-hours of dissertation-related course work, i.e., SW 995-996, are required to register and pay the fee for doctoral continuation during each semester of their candidacy until successfully defending the dissertation.

The Department

James A. Woods, S.J., Graduate College of Advancing Studies

Unparalleled challenges confront the twenty-first century: an intensive, global, highly competitive and changing economy, the exponential growth of information technology, alarming patterns of civic disengagement, and increased skepticism of major social institutions.

Developing leaders who can address these challenges with knowledge, skill, expertise and a vision of a just society are the goals of the James A. Woods, S.J., Graduate College of Advancing Studies.

The Woods Graduate College of Advancing Studies offers part-time study to graduate students from widely differing backgrounds and preparations who wish to maximize their experiences and master the skills necessary to advance their future.

Master of Science Program

The Master of Science program in Administrative Studies is designed for individuals seeking professional advancement, personal growth and a competitive advantage. A comprehensive, versatile format invites talented students of varied backgrounds and ambitions to develop a deeper understanding of contemporary society, to consider social transformations and economic competitiveness, to appreciate the ethical dimension of decision making, and to explore ideas and issues from a national and global perspective.

The Administrative Studies curriculum balances theory and practice which offers an alternative to the usually specialized graduate programs and prepares individuals to meet the challenge of a competitive market place in a variety of organizational settings. An interactive climate utilizing case studies, simulations, technology, and a varied course format broadens perspectives, explores relationships among functional areas, and encourages innovative problem-solving and integrated decision making. This applied professional dimension characterizes the program's design and differentiates it in goal and scope from graduate programs in the Humanities, Finance, Management, Education and Social Work. These differences in intent do not allow courses being transferred between the Administrative Studies program and other Boston College graduate programs.

Degree candidates complete with a grade of B or better a minimum of ten courses that explore fundamental issues, develop new perspectives, and examine emerging directions. At least eight of the courses must be taken within the Boston College Administrative Studies program. Research: Methods and Data (AD 700), Strategic Communication (AD 701), and Mobilizing for Change (AD 702) are the required cluster unifying all courses. Up to two courses of comparable graduate work may qualify for transfer credit at the time of admission.

Courses are scheduled from 6:45 to 8:30 p.m. during the fall, spring and summer semesters.

Graduate Admission

The Administrative Studies program is open to graduates of fully accredited liberal arts colleges regardless of undergraduate major. The program shifts attention from specialized fields of vision toward broader, more comprehensive interests. A minimum B average in an undergraduate major is ordinarily required for admission. Documentation of proficiency in two areas is also required for acceptance: (1) familiarity with computer software packages and

applications including spreadsheets, word processing, data management, graphics, and Internet, and (2) knowledge in techniques of analysis and interpretation of quantitative data from a college statistics course. Favorable consideration is given to postgraduate experience such as demonstrated success in professional or community organizations. Recent accomplishments and a determination to succeed are important criteria. The Graduate Record Examination is not required.

Course Offerings

- AD 700 Research: Methods and Data
- AD 701 Strategic Communication
- AD 702 Mobilizing for Change
- AD 703 Politics of Progress
- AD 704 Accounting and Financial Analysis
- AD 705 Law and Social Responsibility
- AD 706 Communication in a Global Work Environment
- AD 707 Conflict Resolution: Negotiation Skills
- AD 708 Information for Competitive Advantage
- AD 709 Interactive Environments: Systems Unbound
- AD 710 Solving Information Problems: Wide Bandwidth Thinking
- AD 711 Complex Ethical Action
- AD 712 New Professional: Morality in Corporate America
- AD 713 Behavior and Organizations
- AD 714 Focusing the Message: Creative Formats
- AD 715 Professional Presentations
- AD 716 Managing Life's Transitions: Facilitating Growth
- AD 717 Mastering Communication: Enhancing Performance
- AD 718 Effective Listening: Techniques and Applications
- AD 719 Maximizing Intellectual Capital
- AD 720 Managing for IT-Based Business Functions
- AD 721 Forces of Influence: Brokering Partnerships
- AD 722 High Performers: New Market Leaders
- AD 723 Competitive Climates: A Leading Edge
- AD 724 New Organizer: Consultant/Power Broker
- AD 725 American Idealism in a Global Economy
- AD 726 Optimizing Decision Theory
- AD 727 Career Strategies for Success
- AD 728 Public Relations
- AD 729 Labor Relations and Human Resources
- AD 730 Team Building and Leadership
- AD 731 Overcoming Gender And Generational Barriers
- AD 735 Developing Dynamic and Productive Organizations
- AD 736 Accounting Information and Statement Analysis
- AD 738 Managing Data and Information
- AD 739 Public and Non-Profit Accounting
- AD 740 Behavioral Economics: Emerging Perspectives
- AD 741 Imaging: Persuasive Communication
- AD 742 Creating Scenarios for Success: From Corporate America to Working for Yourself
- AD 743 Mastering the Media: Social and Psychological Effects
- AD 744 Leadership: Theory and Practice
- AD 745 Critical Thinking
- AD 746 Organizational Improvement: Psychosocial Perspective
- AD 747 Lives in Motion: Increasing Personal Effectiveness
- AD 748 Competitive Performance

- AD 749 Facilitating Life's Transitions
- AD 750 Geographic Information Systems and Planning
- AD 751 Public Affairs Challenges
- AD 752 Entrepreneurs Without Boundaries
- AD 772 Law and Society
- AD 775 American Corporation Global Business
- AD 777 Evolution of Marketing Issues
- AD 778 Emerging Environmental Issues
- AD 779 Nutrition: Lifestyle and Longevity
- AD 780 Nutrition and Genetics
- AD 781 Coming to America

Information and Office Location

The James A. Woods, S.J., Graduate College of Advancing Studies has willing and experienced professionals eager to help students arrange a realistic schedule, one that combines full-time work responsibilities with educational goals. For a catalog, contact the James A. Woods, S.J., Graduate College of Advancing Studies Office, McGuinn 100, Boston College, Chestnut Hill, MA 02467. Visit our website at www.bc.edu/advancingstudies.

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FALL SEMESTER 2011

August 29	Monday	Classes begin for first-year, full-time M.B.A. students only
September 5	Monday	Labor Day—No classes
September 6	Tuesday	Classes begin, including those for all other CGSOM full- and part-time students
September 14	Wednesday	Last date for graduate students to drop/add online
September 14	Wednesday	Last date for all students who plan to graduate in December 2011 to verify diploma name online
September 15	Thursday	Mass of the Holy Spirit
October 10	Monday	Columbus Day—No classes
November 10	Thursday	Graduate/CASU registration begins for spring 2012
November 23 to November 25	Wednesday to Friday	Thanksgiving Holidays
November 28	Monday	Last date for official withdrawal from a course or from the University
December 1	Thursday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for December 2011 graduation
December 14 to December 21	Wednesday to Wednesday	Term Examinations—Posted grades (non-Law) available online

SPRING SEMESTER 2012

January 16	Monday	Martin Luther King Day—No classes
January 17	Tuesday	Classes begin
January 25	Wednesday	Last date for graduate students to drop/add online
January 25	Wednesday	Last date for all students who plan to graduate in May 2012 to verify diploma name online
March 5 to March 9	Monday to Friday	Spring Vacation
April 2	Monday	Last date for master's and doctoral candidates to turn in signed and approved copies of theses and dissertations for May 2012 graduation
April 5 to April 9	Thursday to Monday	Easter Weekend—No classes Holy Thursday, Good Friday, Easter Monday (except for any class beginning at 4:00 p.m. and later)
April 11	Wednesday	Graduate/CASU registration begins for fall and summer 2012
April 16	Monday	Patriot's Day—No classes
April 17	Tuesday	Last date for official withdrawal from a course or from the University
May 1	Tuesday	Last date for all students who plan to graduate in August 2012 to verify diploma name online
May 8 to May 15	Tuesday to Tuesday	Term Examinations—Posted grades (non-Law) available online
May 21	Monday	Commencement
May 25	Friday	Law School Commencement

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Akua Sarr, Acting DirectorBourneuf House, 84 College Road

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Billy Soo, ChairpersonFulton 552B

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Undergraduate.....Devlin 208

Graduate School of Arts and SciencesGasson 108

Carroll School of Management,

Graduate ProgramsFulton 315

Connell School of Nursing,

Graduate Programs.....Cushing 202

Graduate School of Social WorkMcGuinn 221

Law School.....Stuart M302

Lynch School of Education,

Graduate ProgramsCampion 135

School of Theology and Ministry9 Lake Street

Woods College of Advancing Studies

—Undergraduate and Graduate.....McGuinn 100

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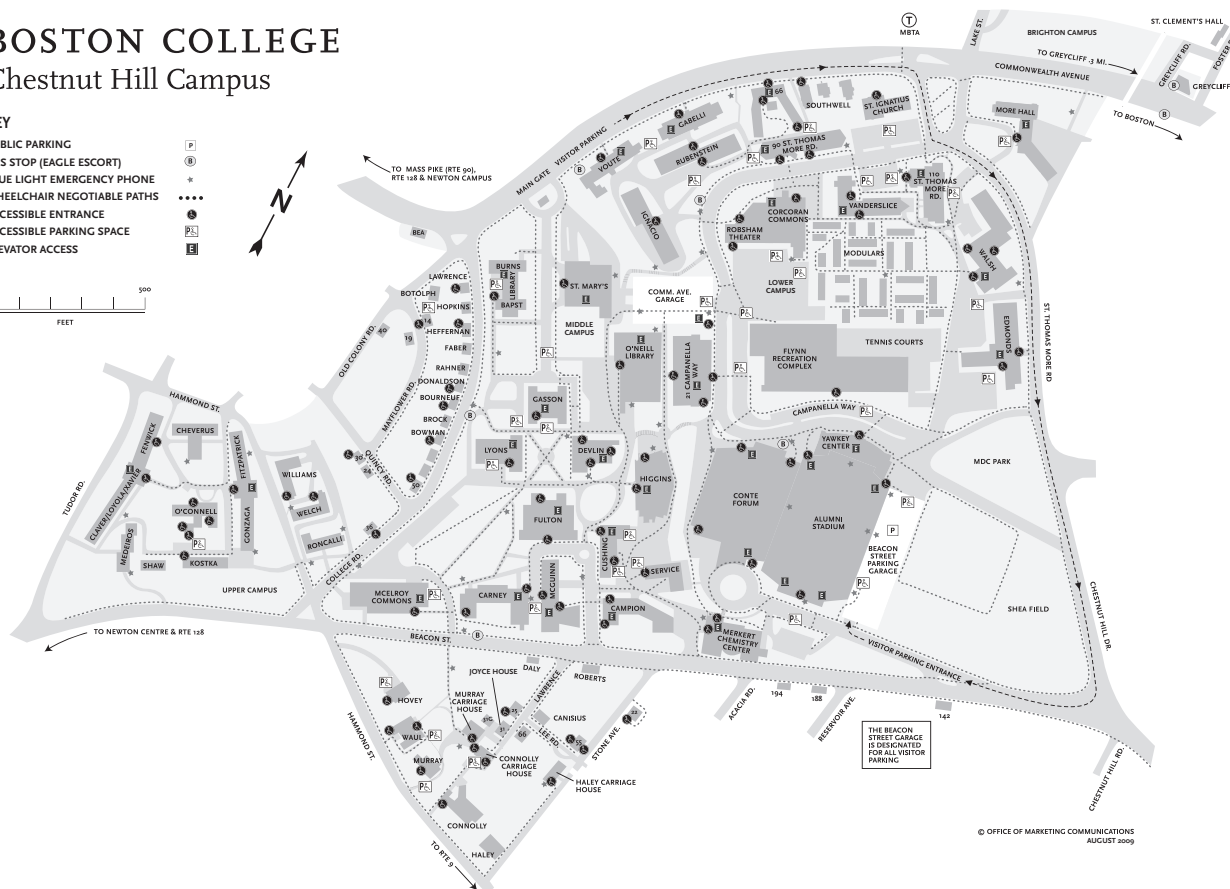
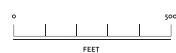
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- ACCESSIBLE ENTRANCE
- ACCESSIBLE PARKING SPACE
- ELEVATOR ACCESS

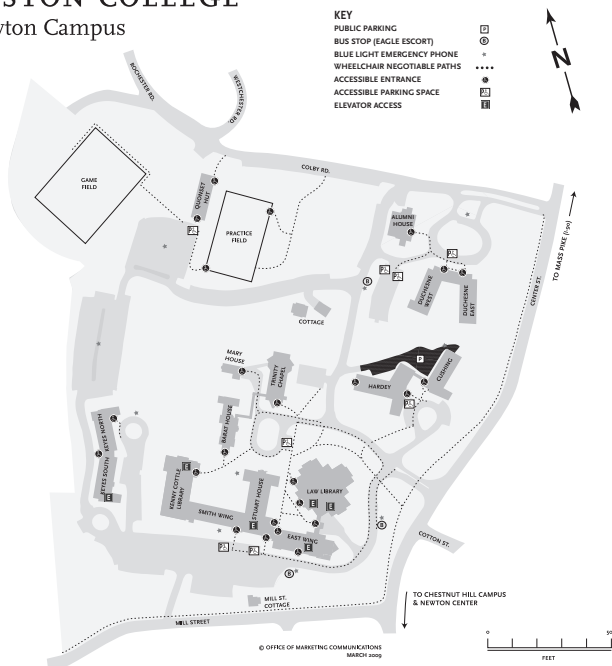


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- ACCESSIBLE ENTRANCE
- ACCESSIBLE PARKING SPACE
- ELEVATOR ACCESS

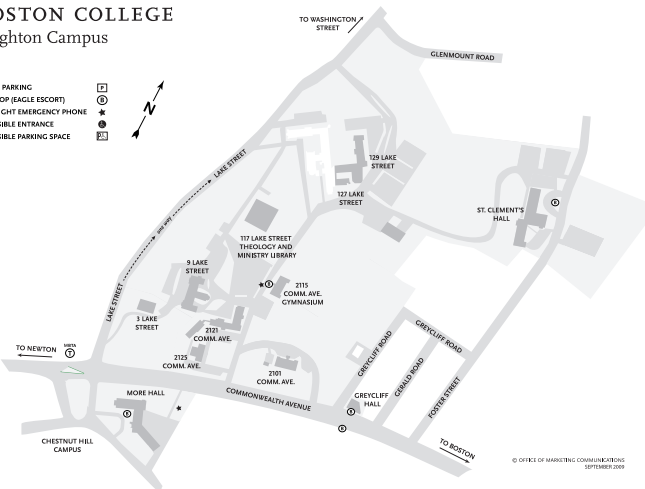


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MARCH 2009

BOSTON COLLEGE Brighton Campus

KEY

- PUBLIC PARKING
- BUS STOP (EAGLE ESCORT)
- BLUE LIGHT EMERGENCY PHONE
- WHEELCHAIR NEGOTIABLE PATHS
- ACCESSIBLE ENTRANCE
- ACCESSIBLE PARKING SPACE
- ELEVATOR ACCESS



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SEPTEMBER 2011

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